DOCUMENT RESUME

ED 176 666 HE 011 781

AUTHOR Brown, Charles I., Ed.
TITLE Issues/Higher Education/Institutional Research. NCAIR Proceedings. Fifth Annual Meeting of the North Carolina Association for Institutional Research (Asheville, North Carolina, November 2-3, 1977).
INSTITUTION North Carolina Association for Institutional Research.
PUB DATE 77
NOTE 67p.; Page 51 and 54 may not reproduce well due to marginal legibility of original
AVAILABLE FROM Office of Institutional Research, East Carolina University, Greenville, NC 27834

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Admission (School); College Administration; College Faculty; College Integration; *College Planning; College Students; *Conferences; Court Doctrine; Data Analysis; Directories; Educational Economics; *Educational Research; Higher Education; *Institutional Research; Long Range Planning; Recruitment; *Researchers; Speeches; State Programs; Student Evaluation of Teacher Performance
IDENTIFIERS Constitutions (Documents); *Data Utilization; North Carolina

ABSTRACT

Proceedings from the fifth annual meeting of the North Carolina Association for Institutional Research (NCAIR) focus on issues affecting higher education and the relationship of these issues to the institutional research function. Included are general session addresses by Charles A. Lyons and Dick Robinson that discuss the implications of Judge Pratt's decision for higher education in general and for the State of North Carolina. Papers from concurrent sessions include: Student Evaluation of Teaching Effectiveness: Implications for Institutional Research (James L. Morrison), and Faculty Data and Profiles: Questions and Dilemmas (Peggy Goldstein). Other discussion topics that are briefly noted include: Academic Cost Analysis; Uses of the Factbook; Some Questions and Suggested Answers for Institutional Researchers on Data Presentations; Internal Uses of Data; The Institute on Desegregation; A Center for Inter-Institutional Research; and Needed: A Plan for Planning. Abstracts of 31 reports are provided in the following areas: institutional goals, administrative, faculty, curriculum, student characteristics, recruitment and admissions, predictions and academic performance, statistics, and long-range planning. The proceedings of the business meeting, the NCAIR conference program, the 1977 financial statement, constitution and bylaws, and membership directory are also included. Newly formed institutional research-related organizations are also noted. (SF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176666

AUG 30 1979

ISSUES/HIGHER EDUCATION/INSTITUTIONAL RESEARCH

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROCEEDINGS

Fifth Annual Meeting of the North Carolina Association For Institutional Research

Charles I. Brown, Editor

1977

GREAT SMOKIES HILTON
ASHEVILLE, NORTH CAROLINA
November 2 and 3

1977

OFFICERS AND COMMITTEES
of
THE NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH
****

EXECUTIVE COMMITTEE

Donald J. Reichard, President, University of North Carolina - Greensboro
Thomas H. Stafford, Jr., Immediate Past President, North Carolina State University
Ben H. Romine, President-Elect, University of North Carolina - Charlotte
Dianna B. Morris, Secretary, East Carolina University - Greenville
Ben M. Seelbinder, Treasurer, Wake Forest University
Marjorie H. White, Member-at-Large, North Carolina A & T State University
Edwin R. Chapman, Member-at-Large, Western Piedmont Community College

PROGRAM PLANNING COMMITTEE

Ben H. Romine, Chairman, UNC-Charlotte
Rebecca E. Bostic, Central Piedmont Community College
Edwin R. Chapman, Western Piedmont Community College
Vicki Fuller, UNC-General Administration
Cyril H. Harvey, Guilford College
Gary Melville, Haywood Technical Institute
Vietta M. Neal, Johnson C. Smith University
James Olliver, N.C. Association Independent Colleges and Universities
Koosappa Rajasekhara, Barber-Scotia College
Timothy R. Sanford, UNC-Chapel Hill
Jane Smith, Asheville-Buncombe Technical Institute
Jeff E. Smith, North Carolina Central University
Julian Wingfield, Department of Community Colleges

MEMBERSHIP COMMITTEE

Dianna B. Morris, Co-Chairman, East Carolina University
Ben M. Seelbinder, Co-Chairman, Wake Forest University
Remaining Membership of NCAIR

NOMINATING COMMITTEE

Robert E. Reiman, Chairman, Appalachian State University
Marcus D. Allred, N.C. Department of Community Colleges
Linda F. Balfour, UNC-General Administration
James Olliver, N.C. Association Independent Colleges and Universities

DRIVE-IN CONFERENCE COMMITTEE

Donald J. Reichard, Chairman, UNC-Greensboro
Dianna B. Morris, East Carolina University

(Continued on inside back cover)

ISSUES/HIGHER EDUCATION/INSTITUTIONAL RESEARCH

1977 NCAIR PROCEEDINGS 1977

CONTENTS
****

PUBLICATIONS ---------- 1

PROGRAM AND CONTRIBUTORS ---------- ii

RESUME OF 5th ANNUAL MEETING - BEN H. ROMINE ---------- 1

ADDRESSES: GENERAL SESSIONS

Implications of Judge Pratt's Decision for Higher Education ---------- 4
Adams versus Califano - Charles "A" Lyons, Jr.
The Case for The University of North Carolina - Dick Robinson ---------- 11

CONCURRENT SESSIONS

Student Evaluation of Teaching Effectiveness: Implications for
Institutional Research - James L. Morrison ---------- 15
Faculty Data and Profiles: Questions and Dilemmas - Peggy Goldstein ---------- 22

TABLE TOPICS

Cost Analysis - Koosappa Rajasekhara ---------- 25
Uses of the Factbook - Morris Blount and Brenda Freeman ---------- 26
Graphic Display of Data - P. Michael McCulley ---------- 27
Internal Uses of Data - Timothy R. Sanford ---------- 29
Institute on Desegregation - Jeff E. Smith ---------- 29
Planning for Planning - Robert E. Reiman ---------- 31

ABSTRACTS ---------- 33

REPORTS ---------- 42

Secretary's Report - Dianna B. Morris
Treasurer's and Auditor's Report - Ben Seelbinder

APPENDICES ---------- 46

Constitution and By-Laws of The North Carolina Association for
Institutional Research
Membership Directory of The North Carolina Association for
Institutional Research
Newly Formed Institutional Research Related Organizations

PUBLICATIONS OF THE NORTH CAROLINA ASSOCIATION

for

INSTITUTIONAL RESEARCH

****

PROCEEDINGS

1973 - Inaugural Proceedings of the North Carolina Association for Institutional Research (Chapel Hill)

1973 - The Institutional Research Practitioner: Problems, Processes and Procedures (Charlotte)

1974 - Long Range Planning, Attrition-Retention and Graduate Follow-up Studies (Winston-Salem)

1975 - Enrollment Projections (Boone)

1976 - Functional Models of Institutional Research (Greensboro)

1977 - Issues/Higher Education/Institutional Research (Asheville)

Requests for copies of preceeding should be directed to Dianna B. Morris, Assistant Director, Office of Institutional Research, East Carolina University, Greenville, North Carolina 27834. If out of supply, copies of the following titles may be obtained from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210.

1973 - Inaugural Proceedings of the NCAIR, ED 122672

1973 - The Institutional Research Practitioner: Problems, Processes and Procedures, Ed 098858

1974 - Long Range Planning, Attrition- Retention and Graduate Follow-up Studies, ED 118049

1976 - Functional Models of Institutional Research, ED 145768

1977 - Issues/Higher Education/Institutional Research

Copyright (c) 1978 by the

North Carolina Association for Institutional Research

PROGRAM AND CONTRIBUTORS TO NCAIR'S 5th
ANNUAL MEETING
****

WEDNESDAY, NOVEMBER 2, 1977

10:00 - 1:00 — Pre-Opening Session Activities
Registration; Annual Report Display; Publications Display; ACT, CEEB, ETS Display; Bulletin Board Posting of Current IR Projects. (Continuous Throughout Meeting)

1:00 - 2:15 — Opening General Session, Donald J. Reichard, President NCAIR, Presiding -Welcome and Remarks

Speaker: Junius A. Davis, Director, Center for Educational Research and Evaluation, Research Triangle Institute
"The Institutional Researcher: Fat Cat or Enemy of the People"

2:15 - 2:45 — Break

2:45 - 3:45 — Three Concurrent Sessions

1A. Organizing the IR Office for External Reporting
Rebecca Bostic, Central Piedmont Community College

1B. Planning and IR
Norman Uhl, North Carolina Central University

1C. Problems with State and Federal Reporting Requirements at the State-Level
Julian Wingfield, Department of Community Colleges
Ray Coble, UNC-General Administration
James Olliver, N. C. Association of Independent Colleges and Universities

3:45 - 4:00 — Break

4:00 - 5:00 — Table Topics
This session will be devoted to semi-structured discussion. Each discussant along with accompanying hand-out materials will be located at marked tables. Participants are encouraged to move about and investigate each topic which catches their interest and/or to begin/continue an interesting conversation with one or more of the resource persons or an Association member.

Cost Analysis -Koosappa Rajasekhara, Barber-Scotia College

Follow-up of Graduates - Don Reichard, UNC-Greensboro

Uses of the Factbook - Morris Blount and Brenda Freeman, Fayetteville State University

Graphic Display of Data - Mike McCulley, UNC-Chapel Hill

Internal Uses of Data - Tim Sanford, UNC-Chapel Hill

Institute on Desegregation - Jeff Smith, N. C. Central University

Planning for Planning - Bob Reiman, Appalachian State University

Resource persons:

Ray Coble, UNC-General Administration
Jay Davis, Research Triangle Institute
Jim Morrison, UNC-Chapel Hill
Jim Olliver, N. C. Assoc. of Independent Colleges & Universities
Julian Wingfield, Department of Community Colleges

5:00 - 6:00 Free

6:00 - 7:00 Social Hour

7:00 - 9:00 Dinner Meeting
Introduction of Speaker: Reid Parrot, Department of Community Colleges
The Honorable Carl J. Stewart, Speaker of the North Carolina House of Representatives

THURSDAY, NOVEMBER 3, 1977

8:30 - 9:30 General Session
Implications of Judge Pratt's Decision for Higher Education
Charles A. Lyons, Chancellor, Fayetteville State University, and Dick Robinson, Assistant to the President, UNC-General Administration

9:30 - 10:00 Break

10:00 - 11:00 Three Concurrent Sessions

IIA. IR and the Public Relations Function
Gary Melville, Haywood Technical Institute
Richard Benton, Guilford Technical

IIB. Faculty Data and Profiles
Tim Sanford, UNC-Chapel Hill

IIC. Teaching Effectiveness: A Research Report
Jim Morrison, UNC-Chapel Hill

11:00 - 12:00 Business Meeting

FIFTH ANNUAL MEETING
OF THE
NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH

****

Ben H. Romine
Director of Planning and University Studies
University of North Carolina - Charlotte

Approximately seventy registrants from North Carolina and four other states attended the Fifth Annual Meeting of the North Carolina Association for Institutional Research (NCAIR) held November 2-3, at the Great Smokies Hilton in Asheville, North Carolina. A major purpose of the meeting was to provide participants with a broad perspective on issues affecting higher education and to relate those issues to the institutional research function. General session speakers included: Dr. J. A. Davis, Director, Center for Educational Research and Evaluation, Research Triangle Institute; Dr. Ray Coble, UNC-General Administration; Carl J. Stewart, Speaker of the North Carolina House of Representatives; and Dr. Charles A. Lyons, Chancellor, Fayetteville State University.

Dr. J.A. Davis, the opening session speaker, spoke on "The Institutional Researcher: Fat Cat or Enemy of the People." His presentation emphasized the need for institutional researchers to engage themselves in investigations which may include but would extend beyond the collection and analysis of research to include a wider range of investigative approaches.

Dr. Ray Coble followed Dr. Davis' remarks with a statement of agreement that institutional researchers should broaden their concerns and be constantly alert for new approaches to providing useful information for decision making. He presented the group with a caveat, however: the need for statistical information is going to increase rather than decrease, and decision makers at all levels will be looking to the institutional research function to provide this important service.

Dr. Normal Uhl made a general session presentation concerning the relationship between institutional research and institutional planning, providing illustrations from his experience at North Carolina Central University.

In response to feedback from previous annual meetings, the Program Planning Committee arranged a "Table Topics" session in which time was devoted to semistructured discussions with resource persons located at marked tables. Participants were encouraged to move about and join conversations dealing with various topics that interested them. The topics included:

Cost Analysis
Follow-up of Graduates

Uses of the Factbook
Graphic Display of Data
Internal Uses of Data
Institute on Desegregation
Planning for Planning

In addition to these specific topics, Dr. J. A. Davis and Jim Morrison were available for consultation during the "Table Topics" session.

A highlight of the Annual Meeting was the dinner address by The Honorable Carl J. Stewart, Speaker of the North Carolina House of Representatives. Mr. Stewart discussed the needs and commitments of the State in regard to higher education, the road and highway system, diversified industrial development, and the court system. Following his address he agreed to answer questions from the audience which addressed specific issues dealing with higher education.

The Thursday morning general session featured Chancellor Charles A. Lyons of Fayetteville State University and a paper prepared by Mr. Dick Robinson, Assistant to the President, UNC General Administration. Chancellor Lyons traced the history of the Adams v. Califano case, and Mr. Robinson's paper (read by Dr. Ray Coble) dealt with the General Administration's response to the HEW guidelines issued in July, 1977.

Three concurrent sessions followed. Mr. Gary Melville, Haywood Technical Institute, moderated a session on IR and the public relations function; Ms. Peggy Goldstein, UNC-Chapel Hill, presented a paper on faculty data and profiles; and Dr. Jim Morrison, UNC-Chapel Hill, related a study on teaching effectiveness.

The 1978 meeting of NCAIR will again be held in conjunction with the North Carolina Association of Colleges and Universities in early November in Charlotte, North Carolina. The full report of the NCAIR, together with papers presented, will be published in the annual proceedings and will be available from Secretary Dianna Morris, Office of Institutional Research, East Carolina University, Greenville, North Carolina 27834.

The Business Session of the Fifth annual NCAIR Meeting was chaired by Dr. Donald J. Reichard, University of North Carolina at Greensboro. Secretary Dianna B. Morris reported a total of eighty-four individual and eight institutional memberships for 1977. Sixty-two individuals and three institutions paid dues for the 1978 membership year during the course of the current Fifth Annual NCAIR meeting. Treasurer Ben Seelbinder, Wake Forest University, announced that the auditors' report certified that the Association's books were in proper order and that the Association was entirely solvent. Mr. Tim Sanford, UNC-Chapel Hill, reported on recent developments with regard to the proposed study of graduates from the state colleges and universities. The membership voted to endorse the concept of this special study and directed the Executive Committee to continue to explore the idea and its possible implementation.

The membership voted unanimously to change the NCAIR Constitution,

Article V, Section 1, to read as follows:

> The Executive Committee shall be composed of the President-Elect, Secretary, Treasurer, the immediate Past President, and three members-at-large elected by the membership. The President shall be the chairman.

Officers elected to serve until the time of the next annual meeting in November, 1978, were: President, Ben Romine, University of North Carolina at Charlotte; President - Elect, Ben M. Seelbinder, Wake Forest University; Secretary, Dianna B. Morris, East Carolina University; Treasurer, Don Altieri, Caldwell Community College; Member-at-Large, Ed Chapman, Western Piedmont Community College; Member-at-Large, Sally M. Horner, Meredith College; and Member-at-Large, Tim Sanford, UNC-Chapel Hill.

The meeting concluded with an expression of appreciation for the outstanding leadership and service rendered to NCAIR by Donald J. Reichard during his year as President of the Association.

GENERAL SESSION ADDRESSES
****

IMPLICATIONS OF JUDGE PRATT'S DECISION FOR HIGHER EDUCATION ADAMS VERSUS CALIFANO

****

Charles "A" Lyons, Jr.
Chancellor, Fayetteville State University

We are dealing in an area of public policy in which there are no absolutes and in which no one has THE answer. The real issues are often blurred, but perhaps we can all agree that the basis for the current discussions about compliance with HEW guidelines is Title VI of the Civil Rights of 1964, which prohibits discrimination on the basis of race, color or national origin in participation and receipt of benefits of programs receiving federal financial assistance.

The present HEW guidelines and the response of the University (and indeed the State of North Carolina) to those guidelines, grow out of a pattern of litigation in the federal courts which it is necessary to understand to fully appreciate our present posture in this matter. Let us look briefly at some events leading up to the litigation.

Between January 1969 and February 1970, the Department of Health, Education, and Welfare completed field investigations and on-site visits in several states and concluded that ten (10) southern and border states were maintaining and operating dual systems of higher education in violation of Title VI of the Civil Rights Act of 1964. Based on this conclusion, HEW sent letters to Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Pennsylvania, and Virginia requesting them to submit plans for the system-wide desegregation of their State higher education systems.

Basically, the HEW letter to the states directed that a desegregation plan for the public institutions of higher education in the affected states be submitted for comment by HEW within a specified time frame. Eight (8) states were requested to submit desegregation plans within 120 days, one (1) state was given 90 days, and another state was given 60 days. Five (5) of the states (Florida, Louisiana, Mississippi, North Carolina and Oklahoma) did not submit plans to HEW. The other five states (Arkansas, Georgia, Maryland, Pennsylvania and Virginia) submitted plans which were later deemed to be unacceptable.

This was a new field of operation for HEW which might have accounted for its cautiousness in dealing with this complex question in 1969-70. In any case, HEW did not commence administrative or judicial proceedings against the ten states which it had earlier found to be in violation of

Title VI of the Civil Rights Act of 1964. Not much else happened in this matter until the fall of 1970.

The Adams Litigation

In October of 1970, attorneys for the NAACP Legal Defense Fund (LDF) and the Washington, D.C. law firm of Rauh, Silard, and Lichtman filed a class action suit, Adams vs Richardson, in the U. S. District Court for the District of Columbia. Unlike previous desegregation suits which were by individuals against a single state or school, the Adams case was a comprehensive class action on behalf of all taxpayers against the federal government. The plaintiffs were thirty-one students, suing through their parents, and two taxpaying citizens of the United States. Names as defendants were Elliot L. Richardson, then Secretary of HEW, and Stanley Pottinger, then Director of the Office for Civil Rights. John Quincy Adams of Brandon, Mississippi, suing on behalf of his six children, was first on the alphabetical list of the plaintiffs. Hence, the case was first known as Adams vs Richardson.[1]

The suit, which affects public education from the elementary level to the graduate and professional school levels, charged that the Department of Health, Education, and Welfare had failed to enforce Title VI of the Civil Rights Act of 1964. Citing HEW's unfruitful attempts to procure desegregation plans from the ten states it had found in violation of Title VI, the complaint alleged that:

> HEW has thus knowingly failed and continues to fail, to withhold federal funds from public colleges and universities which segregate and discriminate on the grounds of race. HEW has thus declined to exercise its jurisdiction under Title VI with respect to institutions of higher education . . .

Attorneys for the plaintiffs asked the Court to compel HEW to enforce Title VI by obtaining adequate desegregation plans from the states, or by terminating federal funds to the higher education systems of those alleged practicing racial discrimination and segregation. HEW argued that the suit against it should be dismissed on the grounds that the Department has the legal right to practice discretion in deciding whether action should be taken. In June of 1971, Judge John Pratt denied HEW's motion for dismissal.

During the Summer of 1971 a deposition was taken from Stanley Pottinger, then Director of the Office for Civil Rights, which administers Title VI. Plaintiffs' attorneys felt that they had enough evidence by the Fall of 1971 to support their contentions and filed for a motion for summary judgment against the government. HEW also asked for summary judgment which would preclude the necessity of a trial, and Judge Pratt began to consider the case.

On February 16, 1973, Judge Pratt ruled in favor of the plaintiffs.

---

[1] The Chief defendant in the litigation is the Secretary of HEW which accounts for the change in the titling of the case, now Adams vs Califano.

The Court found that HEW had failed to execute its responsibilities under Title VI and that time permitted for voluntary compliance under Title VI had "long since passed." The Court ordered HEW to obtain compliance by receiving acceptable desegregation plans from the ten states by June 16, 1973, or by imposing the sanction of Title VI and terminating Federal funds for those that failed to develop acceptable plans, and to make periodic reports on HEW's activities.

HEW's move for a stay of the order while the Department appealed the decision at the District and Circuit Court levels failed. At the same time, HEW had to communicate with the ten states about their desegregation plans.

On April 16, 1973, during appeal of the case to the United States Court of Appeals for the District of Columbia, the National Association for Equal Opportunity in Higher Education (NAFEO), an association of presidents of historically Black colleges, filed an amicus brief stating the position that Black colleges have never segregated on the basis of race or color and that therefore:

> There is a total absence of a showing of any jurisdictional fact(s) to support the intervention of HEW into the field of higher education affecting Black colleges.

On June 12, 1973, Judge Pratt's decision was unanimously affirmed by the Court of Appeals for the District of Columbia, but the final deadline for submission of the ten state desegregation plans was extended to June 1, 1974. Judge Bazelon, for The Appeals Court for the District of Columbia, recognized NAFEO's amicus brief and stated in his decision:

> "Perhaps the most serious problem in this area is the lack of statewide planning to provide more and better trained minority group doctors, lawyers, engineers and other professionals." A predicate for minority access to quality post-graduate programs is a viable coordinated statewide higher education policy that takes into account the special problems of minority students and of Black colleges. As amicus points out, these Black institutions are currently fulfilling a crucial need and will continue to play an important role in Black higher education.

On June 21, 1974, the Office for Civil Rights, under the direction of Peter Holmes, accepted the state desegregation plans of Arkansas, Florida, Georgia, Maryland, North Carolina, Oklahoma, Pennsylvania, and Virginia. Louisiana had previously been sued for failure to submit a plan, and Mississippi was being sued because it had submitted a plan which only included its four-year institutions.

On August 1, 1975, the NAACP-Legal Defense Fund filed a one hundred page Motion for Further Relief with the U. S. District Court for the District of Columbia which asked:

1. That not later than November 1, 1975 HEW notify the eight states that its approval of their higher education desegregation plans is revoked;

2. That the states promptly submit new plans complying with Title VI, the Constitutional requirements, the orders of the District Court, and the order of the Court of Appeals;
3. That HEW issue uniform requirements for plan drafting, compiling statistical data, and other materials relevant to desegregation no later than November 15, 1975; and
4. That HEW approve the new plans if acceptable by February 1, 1976.

In addition to the Motion, Legal Defense Fund filed analyses of the state plans for desegregation which purported to show that the plans were deficient in addressing desegregation.

The Justice Department's response to the plaintiffs' Motion for Further Relief stated that the Motion was improper because it went beyond the scope of the original order and was barred by laches (i.e., neglect to make a claim within a reasonable time).

In March 1976, NAFEO filed an annexed amicus brief which opposed the further relief request. NAFEO contended that the plaintiffs' legal theory, carried to its ultimate conclusion, would require the assimilation of historically Black institutions into predominantly white institutions and that this assimilation would be "contrary to the State's objective to maintain 'special purpose' institutions of higher education" and contrary to previous court orders in this litigation.

NAFEO further argued that the state plans should not be revoked; in fact, they represented a basic and sound good faith effort on the part of the states which should be built upon.

In April 1976, the State of Pennsylvania moved to intervene as a party defendant in the Adams' case. The Legal Defense Fund's Motion for Further Relief cited the failure of HEW to include the state-related, state-affiliated, and community colleges in the Pennsylvania plan for desegregation.

Pennsylvania held that HEW was not adequately representing its interests and that if Pennsylvania were ordered to implement a plan including other than state-owned institutions over which Pennsylvania has no control, the State would be unable to do so. Pennsylvania said that when HEW made its findings, it should seek compliance on an institution-by-institution basis, and on a program-by-program basis.

On January 17, 1977, Judge Pratt held a hearing on the plaintiffs' Motion for Further Relief in the Adams vs Mathews and Commonwealth of Pennsylvania case. The Court ordered the plaintiffs and HEW to draw up and agree upon crucial points in the areas of objectives, timetables, and specific steps which must be addressed by the state desegregation plans of Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia. Maryland was not included in the order because it had a case pending in Federal Appeals Court, and Pennsylvania was exempted because it was working on an out-of-court settlement.

Judge Pratt gave the plaintiffs and the Office of Civil Rights forty-

five days to work out the specific elements of a proposed order. Judge Pratt issued his second supplemental order on April 1, 1977. The crucial provisions of the order for our purposes are as follows:

1. The desegregation plans of Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia, accepted by HEW in 1974, were declared not adequate to comply with Title VI of the 1964 Civil Rights Act.
2. "EW was to submit to the six states and the court within 90 days "guidelines or criteria specifying the ingredients of an acceptable higher education desegregation plan."
3. HEW was to require the six states, within 60 days of receipt of the guidelines or criteria, to submit a revised desegregation plan.
4. HEW was ordered to accept or reject such submissions by the said states within 120 days thereafter.
5. Plaintiffs' representatives were given timely access to all submitted desegregation plans.

Judge Pratt also, in his second supplemental order, took note of the Court of Appeals' expressed concern about Black Colleges and the education of Black Americans and went on to make the following statement:

> "The process of desegregation must not place a greater burden on Black institutions or Black students' opportunity to receive a quality public higher education. The desegregation process should take into account the unequal status of the Black colleges and the real danger that desegregation will diminish higher education opportunities for Blacks. Without suggesting the answer to this complex problem it is the responsibility of HEW to devise criteria for higher education desegregation plans which will take into account the unique importance of Black colleges and, at the same time, comply with the Congressional mandate."

Resulting from Judge Pratt's April 1, 1977 order, HEW issued guidelines or criteria to six states (Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia) on July 2, 1977. Essentially these guidelines request the six states to submit new plans which would do these basic things:

1. Disestablish the structure of the dual system and "assure that students will be attracted to each institution on the basis of educational programs and opportunities uninhibited by past practices of segregation."
2. Desegregation of student enrollment - That the traditionally white institutions should set certain enrollment, retention and graduation goals for black students at the undergraduate, graduate, and professional school levels and that a larger share of the responsibility for educating black students should be borne by these institutions.
3. Enhance the historically Black institutions, meaning that the states should make "commitments that traditionally black institutions will have the facilities, quality and range of programs, degree offerings, faculties, student assistance, and other resources which are at least comparable to those at traditionally white institutions having similar missions.

4. Desegregate faculty, administrative staffs, non-academic personnel, and Governing Boards.
5. Establish a monitoring process.

I agree with Mr. Robinson that the University has committed itself to a set of sound goals in this matter which are "consistent with the fundamental objectives posited by HEW in the criteria." He rightly suggests further that the University's difference with HEW concern "the rate and extent of anticipated accomplishment to be realized during the next five years."

There can be no serious question at this time about the commitment of the University and the state to the fundamental goals of enlarged and equal opportunity for all of its citizens. The real hope is for the necessary time for the fruits of our past and present efforts to be made increasingly manifest in a calm and dispassionate environment, free of the adversarial context within which much of the activity in this matter has occurred since 1970.

I have recounted the history of the litigation in this matter, in part to emphasize the sequence of events which has brought us to this point, but also to point up the fact that HEW is still under court order and that the plaintiffs who brought the litigation in the first place are still in a position to influence the future course of events. One, of course, hopes that such influence will be positively geared to achieving the common goals on which there seems to be substantial agreement.

Lest I leave with you the impression that I think most of our problems are behind us and everything is going to be alright now that we have (quote) "integration," let me quickly assure you that I believe we have some difficult days yet ahead. But I am optimistic.

The leadership of the University of North Carolina is committed to a policy of serving all students of this state without regard to race and we are comfortable with that commitment. On the other hand, the university does not function in a vacuum but in the prevailing socio-economic-political milieu of the society at large and the mood of the country is decidely less hospitable to the concept of Affirmative Action to right some of the wrong of the past than it was in the sixties.

The prevailing mood today is epitomized in the Bakke Case now before the U. S. Supreme Court. The charge of "reverse discrimination" which Mr. Bakke makes has become the battle cry of powerful individuals and groups across this country who seem to be saying "enough Blacks and other minorities have had their day, ready or not, you are hereby declared equal; everybody now has to make it on his own in the competition of the marketplace." That in simple laymen's language is the essence of Bakke's argument in my opinion. The lineup of brief in the Bakke litigation is an interesting phenomeon. (See September 19, 1977 issue of The Chronicle of Higher Education).

In many ways we have made a great strides and I hope we don't turn back the clock. But I can't help but remember that it was less than 15 years ago when my wife and I marched in the streets if Raleigh, North Carolina with students from Shaw University and Saint Augustine's College protesting segregation in public accomodations and employment, and suffered the indignities

of having bricks thrown through our window because of it and were threatened with worse. It was less than 20 years ago when I was Dean of another of the historically Black institutions in North Carolina which is now a constituent Institution of the University of North Carolina, that we were denied the opportunity of hiring people based on merit rather than race. When I arrived we were limited to the hiring of Blacks for the faculty. I requested the President to seek a new policy from the Board of Trustees to permit us to hire without regard to race. The President sought such a policy but got instead a policy which permitted us to hire any person who was non-Caucasian.

Tha Bakke syndrome is deep and prevailing in this country and will not go away even if Mr. Bakke fails to achieve what he seeks in the U. S. Supreme Court.

The late President Eisenhower had a favorite expression, "the price of liberty is eternalvigilance." Adams and Bakke then are joined and must be viewed together.

Reverting now to the HEW guidelines and criteria which grew out of Adams, they are simply a reminder that we are human beings subject to the usual human frailties. We often intend to do right but don't quite get around to it. Too often the spirit is willing but the flesh is weak.

IMPLICATIONS OF JUDGE PRATT'S DECISION FOR HIGHER EDUCATION
THE CASE for THE UNIVERSITY OF NORTH CAROLINA
****

Dick Robilson
Assistant to the President
UNC General Administration

The complexity of this matter is such that it carries with it a large potential for confusion and misunderstanding, both about the real issues and about the positions taken in response to those issues. There is a manifest tendency, also, for some participants to address this matter in either excessively legalistic or execssively emotional terms. As a consequence, special efforts must be made repeatedly to insure effective communication among all of the parties to this critical process. I am concerned especially about a growing phenomenon in which areas of disagreement receive more emphasis than areas of agreement. And so I want to offer a brief summary, which I hope is clear and which I believe is accurate, in which I seek to examine both the areas of agreement and the areas of disagreement between The University and the Department of Health, Education, and Welfare.

The law as set forth in Title VI of the 1964 Civil Rights Act provides:

> No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The University of North Carolina, as a recipient of federal financial assistance, is subject to that law and complies with its explicit requirements. No black person is excluded from participation in The University or any of its constituent institutions because he or she is black; no black person is denied the benefits of any program, activity, or service of The University because he or she is black; and no black is discriminated against within The University because he or she is black.

If that is so--and it is--the inevitable question is: Why does the Department of Health, Education, and Welfare charge The University with being "racially segregated" in violation of the requirements of Title VI?

The answer to that question must begin with the fact that public senior higher education in North Carolina once was segregated on the basis of race, with certain institutions reserved exclusively for members of the white race and others reserved exclusively for members of the black race. That condition was fully eliminated many student generations ago. However, in any state in which there has been a history of such racial segregation, Title VI has been interpreted to require more than merely elimination of those racially based policies or practices under which black persons were subjected to exclusions or denials or discriminations. If it can be demonstrated that the racial segregation of public higher education in the past continues to have linger-

ing adverse effects on today's actual or potential black participants in public higher education, approporiate steps must be taken to eliminate those adverse effects.

Three circumstances now characteristic of public higher education in North Carolina raise questions of that type. Those circumstances require and are receiving very careful investigation by The University. First, proportionately fewer black high school graduates than white high school graduates continue their education beyond the public school level. Second, the majority of black students who do enter the public senior institutions attend traditionally black institutions. Third, there are unremedied deficiencies in the quality of programs and service provided by the traditionally black institutions, as variously measured. In summary, black persons and white persons, as separately identified groups, differ markedly with respect to the extent, nature, and scope of their participation in public higher education in North Carolina.

Those circumstances are not attributable to any current policies or practices which could be deemed unlawful under the terms of Title VI. However, the premise on which HEW apparently proceeds is that those circumstances are attributable in some manner to North Carolina's past history of racial segregation within its public program of higher education. Thus, HEW has concluded that North Carolina is not in compliance with the requirements of Title VI.

The highly legalistic and increasingly adversarial posture of this inquiry is unfortunate, because the professed fundamental objectives of The University and of HEW appear to be entirely compatible. As matters of separate, independent concern, unrelated to legal mandates, the University has undertaken, successfully, (1) to increase the percentage of black high school graduates who enroll in the public senior institutions, (2) to increase the extent of racial integration of the student bodies of all public senior institutions, and (3) to improve the quality of programs and services at the traditionally black public senior institutions. All of those efforts are continuing and further success will be achieved. All those are the fundamental goals to which HEW said the State must commit itself.

Why then are there areas of disagreement between The University and HEW? Simply stated, HEW insists that The University can discharge its legal responsibilities under Title VI only by doing much more at a much faster rate. The imposition of the more substantital obligation is premised by HEW on the assertion that The University remains unlawfully "segregated." That premise appears to have led HEW to structure requirements and measure compliance in unjustifiably rigid terms. The University response is that we already have discharged the explicit legal obligation to eliminate racial requirements of law; we have done and are doing what is possible to do, within the limits of sound educational planning for the service of all North Carolinians.

The difference between The University and HEW currently derive from some provisions of the HEW criteria of July 5, as amended on July 29. The proposed response of The University to those criteria addresses each of the principal goals to which the University previously committed itself in 1974, with a demonstration that those University goals are sound, both legally and

educationally, and that they are consistent with the fundamental objectives posited by HEW in the criteria.

First, in the proposed response to the criteria, The University commits itself to a continuation of efforts designed to induce greater numbers (and thus a higher percentage) of black high school graduates to attend The University. We agree that a desirable and appropriate measurement of ultimate success would be parity in the college-going rates for black and white high school graduates. That is the goal that we keep before ourselves in the years ahead. Its achievement would signify that the multitude of social circumstances which do now generate a difference in black and white college-going rates have been largely overcome; that without reference to race, larger numbers of young people, both black and white, are similarly motivated and prepared and equipped to further their education beyond the public school level. The University adopts that objective as a matter of sound public policy. HEW imposes that objective as a matter of legal obligation. The difference in motivation and approach is important. By suggesting that a change in the black going rate is required by the terms of Title VI as a measure of "desegregation," HEW confuses the issue. That approach suggests that The University has caused the current difference in going rates for black and white high school graduates and, thus, that it can and should be required to insure a prompt change in the going rates. In fact, The University can address only some of the many factors which may contribute to the lower college-going rate of black high school graduates. The University in the 1974 State Plan initiated a program which has successfully affected the college-going rate of black students; recommitment to that program is made in the proposed Phase II of the State Plan. That rededication of effort is made at a time when North Carolina already exceeds the national norm with respect to the percentage of its black high school graduates who do continue their education at four-year collegiate institutions. However, that favorable comparative showing should not and does not detract us from a commitment to further progress, and we will realize further progress during the five-year interval specified for the life of Phase II of the State Plan. The difference between The University and HEW concerns expectations about the proposed Phase II; we believe that there is no reasonable basis for concluding that parity in going rates will be achieved in the next five years. And we believe that it would disserve the interests of all to make inflated projections which cannot be lived up to.

Second, in the proposed response to the criteria, The University commits itself to a continuation of efforts designed to induce more extensive racial integration of the student bodies at all public senior institutions. We look forward to and we work to achieve the day when students will choose their institutional locations within The University without consideration of racial factors. We acknowledge, however, that racial self-consciousness still does affect both black students and white students, and we recognize that such racial self-consciousness derives in part from the fact that the State once did require by law that black and white students attend separate institutions. The enormous challenge, to which both The University and HEW are committed, is to facilitate and encourage and induce further changes in those circumstances which inspire racially-motivated choices of institutional locations. All public senior institutions must be made more attractive to students of both races. The university can have and does have the single most important

opportunity and responsibility to make that happen. The University has taken advantage of that opportunity and it has assumed that responsibility. Our difference with HEW concerns, again, the rate and extent of anticipated accomplishment to be realized during the next five years. We are developing our projections for change on a base of experience. During the past three years we have expended great effort and substantial resources in service of that task. We have achieved notable successes. We will achieve more. Our most careful analysis of past experiences and current circumstances indicates clearly, however, that the formulaic measurements of progress required by the HEW criteria are not valid in the North Carolina context. The HEW measurements derive from an asserted legal obligation which we have met; the irrefutable evidence of the past three years establishes that students are not denied access to any institution on the basis of race, that they do attend all institutions, without reference to race, in increasing numbers.

Third, in the proposed response to the criteria, The University commits itself to a continuation of efforts to improve the quality of educational programs and service of those institutions which traditionally have served a predominantly black student populations. These institutions have rendered enormously valuable service to the citizens of North Carolina for many years. They are a precious asset. They have done their job in the face of and in spite of historical adversity. Long before the State adopted its 1974 State Plan candid recognition was made of the pressing need to rectify deficiencies in those institutions which derived in part from having been provided insufficient resources to do their job. The 1974 State Plan embodied a more intensive and comprehensive address of institutional problems than had been undertaken theretofore. Our work during the past three years has produced a sound understanding of what needs to be done, and we already are well into the extended process of making those changes which are necessary to the realization of successful performance. It is within the fundamental context that we have sought to address further the needs, functions, and opportunities to the traditionally black institutions. As component institutions within a public system of higher education, they will share ratably in the carefully planned total educational program maintained by the State. We do not view them, potentially, as "black institutions." Rather, all constituent institutions are to be structured and used as "educational institutions" serving well the needs of students. The objective is to insure that all public senior institutions fully participate in the mainstream, through sound educational judgment in the assignment of missions, the allocation of resources, and the evaluation of performance.

In summary, the intention is that every public senior institution within The University of North Carolina will be a racially integrated site of high quality educational opportunities which serves the needs of increasing numbers and percentage of North Carolinians, both black and white. We understand that to be the essential goal of HEW also.

CONCURRENT SESSIONS
****

STUDENT EVALUATION OF TEACHING EFFECTIVENESS: IMPLICATIONS FOR INSTITUTIONAL RESEARCH

****

James L. Morrison
Professor and Co-Chairman, Higher and Adult Education
University of North Carolina Chapel Hill

Many institutions of higher education routinely administer some form of student evalutions of teaching performance. In some institutions, an analysis of student responses is provided to the instructor for the purpose of providing feedback in order to assist the instructor in course revision. In addition, these reponses may be used by the instructor in personnel actions related to his career, i.e., for promotion, tenure, and salary increment consideration. In other instances, administrative officers use this information for personnel actions irrespective of the wishes of instructors.

The use of student evaluations of teaching for any purpose has attracted much comment on the literature regarding the validity of this technique (Costin, Greenough & Menges, 1971; Hildebrand, Wilson, & Dienst, 1971; McKeachie, Lin, and Mann, 1971; Miller, 1972; Wood, Linsky, & Straus, 1974; Wilson & Dugle, 1976). On the other hand, it is stressed that this approach has many weaknesses, i.e., students are influenced by the grade they expect to receive in the course, whether or not they are attracted to the instructor's personality, and the uneven conditions of questionnaire administration (administration by an official or by an individual faculty member who may point out that his career depends upon student responses). On the other hand, it is stressed that students are in a better position than anyone else to evaluate the educational experience.

The objective of this paper is not to contribute to the controversy surrounding the validity of using student evaluations for personnel actions. Rather, the attempt here is to illustrate a techinque whereby the institutional research office can use this information, in conjunction with other information, in developing policy implications for staff development in a particular institution. To illustrate this techinque, we will describe a study that was performed at a predominately black institution in the Southeastern part of the U.S. in the Spring of 1976.

The Study

Purpose

The objective of the study was to ascertain whether variance in teaching effectiveness, as assessed by students, can be attributed to particular background experiences and/or attitudes and behavior of faculty members employed in the college.

Framework

There is an assumption in the black college literature that the effective faculty member is one who is not concerned that the scholastic entrance requirements of the institution are minimal, but welcomes the fact that an "open" admission posture is necessary to encourage and enable disadvantaged black youth to attend college, and, correspondingly does not focus on upholding academic standards, but rather on assisting academically deficient students to be successful in a collegiate institution (Butler, 1975). Correspondingly, the effective faculty member should be able to deal with the complexities of instructing such students and be capable of implementing the hard- and soft-ware of modern instructional technology.

The theoretical framework underlying this assumption asserts that it is largely through specific socialization experiences that knowledge, values, and attitudes are acquired (Mead, 1934; Strauss, 1956; Manis & Meltzer, 1967). Viewed within this perspective, the attitudes of black college faculty towards open admissions and liberal retention and academic standards policies are the results of interactional experiences which occur in their work settings. This leads to an assertion that specified attitudes vary according to the socialization experiences of individual faculty members.

The concept of reference group is also particularly relevant to this problem because the reference group(s) with which a person identifies can be a determinant of values and attitudes (Sibutani, 1961, p. 61). In some instances these reference groups will be ones in which the individual actively holds membership; in other instances they will be groups to which the individual aspires to belong. In essence, reference groups constitute significant others for the individual. Therefore, attitudes toward open admissions and liberal student policies may also be viewed as a reflection of the prevailing values and attitudes of those occupational reference groups with which the individual identifies.

Individuals acquire their reference group identity through their socialization experiences. The socialization process has implications for the way in which individuals act to select and create their own social environments. For example, if black college faculty members have attended a black college as students, and if they intended to pursue a teaching career, it is likely that they would select black college faculty as their reference group. If, on the other hand, they had no experience with a black college prior to being appointed to the faculty, and intended to pursue a research career in their academic speciality, they would be more likely yo select university faculty as their reference group.

The general theoretical framework may be elaborated as follows: Education courses tend to stress that teachers should be oriented to the development of students and use a variety of teaching strategies, preferably those which actively involve students. Therefore, it would be expected that if such courses are successful in their socialization objectives, people who have experienced undergraduate education courses would tend to accept an open admissions and liberal standards policies for the black college and would tend to choose instructional strategies which involved their students in class activities. Faculty members who hold doctorates tend to be more concerned

about standards and entrance requirements, and therefore, would tend to regard an open admissions policy and little concern for "standards" as non-legitimate for an institution of higher education.

It is reasonable to assume that faculty members who have black college faculty as their reference group would also accept the notion that the black college should be characterized by open admissions, liberal standards, and an emphasis on student retention and development. One may assume that faculty members who accept this notion as appropriate for black colleges, and who generally have experienced professional education course work in their own training, would tend to reject traditional instructional strategies in higher education as inappropriate and ineffective for students with academic deficiencies. To the contrary, these teachers would want to use instructional strategies which encourage students to be active in classroom activities. Too, if the teacher uses an active instructional strategy, it would be reasonable to expect that students would perceive this and would be encouraged to take a more active role in the class. Finally, it is postulated that the more involved students are with class activities, the more positively they will evaluate their instructor. It is also postulated that the grade a student expects to receive will influence how the student will evaluate his/her instructor, and that the more active students are in classroom activities, the higher the grade they expect to receive.

Students are aware of how their instructors regard them and their institution, i.e., the extent to which their instructors accept an open admissions institutions. Therefore, it is reasonable to assume that teachers who accept the legitimacy of an open admissions institution will be perceived to be more effective teachers in that setting because the behaviors related to that attitude would be positive vis-a-vis their students and towards their institution.

Data Collection

All full-time faculty at the target school (N=243) were surveyed; 192 of these faculty members returned completed faculty and student questionnaires (79% response rate). The student survey was administered to two classes of each faculty member randomly selected by the investigator. Since it was administered and completed in the classroom, the response rate for a given class was quite high.

Data Reduction

Perceived teaching effectiveness of a given faculty member was ascertained by 14 questionnarie items completed by all students in two of that instructor's classes. Faculty members were assigned the mean of their students' scores on each item.

Acceptance of Open Admissions Concept is measured using a combination of six-point Likert-scale items. The six items constituting this scale were modified from a scale measuring acceptance of the community college concept (Morrison, 1972), because in many respects the two concepts are quite similar, i.e., both institutions are essentially open door institutions with a commitment to assisting academically disadvantaged students develop their talents.

Consequently, there is little concern with scholastic entrance requirements, "standards," including uniform grading of academic achievement, and authority of faculty members. The emphasis is upon encouraging black students to advance themselves socially and academically, and on remaining in school once they enter. Scores for acceptance were developed by summing standard scores (weighted by factor score coefficients) for each item in the scale.

Active Involvement of Students as an Instructional Strategy was developed from a principal-factor analysis of a series of items concerning instructional strategies administered to each faculty member. The specific items selected through this process were: (1) have students make formal in-class presentations and (2) give students a choice of topics to study.

Proportion of Students who Participate in Classroom Activities consisted of the mean response of students to two of a series of questions concerning instructional behaviors of their instructor: (1) Does the instructor give students a choice of topics to study? and (2) Do you participate in class discussions?

Analysis and Interpretation of Data

Path analysis was used to estimate the empirical model described earlier (see Table 1). The reduced and semi-reduced forms of this model (Table 2) were prepared following a procedure described by Heise (1975).

The structural coefficients in the empirical model give general support to the theoretical model described earlier, i.e., in this particular college selected proxy indicators of socialization experiences are related to the adoption of certain attitudes which are then translated into adopting particular instructional strategies. These strategies, in turn, are seen to induce more involvement of students in classroom activities which creates an expectation of receiving higher grades and which, in turn, affects to some extent ($p = .14$) the degree to which students give their instructors high ratings. However, the independent effect of student involvement in classroom activities on student evaluation of instruction is much stronger ($p = .72$). As demonstrated in the reduced model (see Table 2), the source variables of race and experience in undergraduate education courses have practically no effect on perceived teaching effectiveness that is not explained through other variables in the model. However, as seen in the semi-reduced models in Table 2, the more an instructor uses an "active" instructional strategy, the higher ratings the instructor will receive; a relationship which becomes stronger if the strategy is successful in stimulationg more involvement of students in instructional classroom activities.

Implications for an Office of Institutional Research

As noted earlier, many colleges routinely administer student evaluation of instructor questionnaires for use in assessing faculty performance. In some instances, this assessment is used to make decisions *vis a vis* salary increments, promotion, and/or tenure. In other instances, this assessment is given to the faculty member as feedback in his/her teaching performance for use as that faculty member deems appropriate. The study reported here,

although originally designed to test assumptions about what backgrounds, attitudes, and behaviors characterize effective teaching in a black college, illustrates how student evaluations could be used in quite a different manner. That is, the Office of Institutional Research could, for a slight additional cost in administering faculty questionnaires and "linking" them with student assessments, develop a report with policy implications for staff development at that institution. For example, in the study reported here, there is evidence that at that particular college, the more students are involved in active participation of classroom activities, the higher they evaluate the effectiveness of their instructor. Since there is also some evidence of a positive relationship between student perceptions of teacher effectiveness and actual achievement (McKeachie, 1969, p. 214) there is reason to recommend the development of in-service workshops for teachers at this college. Fortunately, our model allows us to be even more specific with our recommendation in that we have good evidence that such workshops should emphasize instructional methodologies which actively involve students in their own learning activities in the classroom.

The study reported in this paper was conducted for relatively low cost and could be replicated in any institutional setting. Although it was necessary to guarantee anonymity to respondents because many questionnaire items concerned values and opinions, such guarantees would not be necessary if the study were replicated without the "opinion" questions, but instead used only those items concerning the use of teaching technologies and strategies. Consequently, a replication of this study by an Office of Institutional Research would serve individual diagnostic purposes as well as a group needs assessment for specific in-service training programs.

References

Butler, A. J. Some functions of the black college. The Negro Educational Review, 1975, 24, 1 - 14.

Costin, F., Greenough, W. T. and Menges, R. J. Student ratings of college teaching: Reliability, validity, and usefulness. Review of Educational Research, 1971, 41, 511-535.

Hildebrand, M., Wilson, R. C. and Dienst, E. R. Evaluating university teaching. Berkeley: Center for Research and Development in Higher Education, University of California, 1971.

Manis, G., & Meltzer, B. W. (Eds.). Symbolic interaction: A reader in social psychology. Boston: Allyn and Bacon, 1967.

McKeachie, W. J. Teaching tips. Lexington, Massachusetts: D. C. Heath, 1969.

McKeachie, W. J., Lin, Y. and Mann, W. Student ratings of teacher effectiveness: validity studies. American Educational Research Jounral, 1971, 8, 435-445.

Mead, G. H. Mind, self and society. Chicago: University of Chicago, 1934.

Miller, R. L. Evaluating faculty performance. San Francisco: Jossey-Bass, 1972.

Morrison, J. L. Socialization experience, role orientation, and faculty acceptance of the comprehensive community junior college concept. Review of Educational Research, 1972, 42, 573-588.

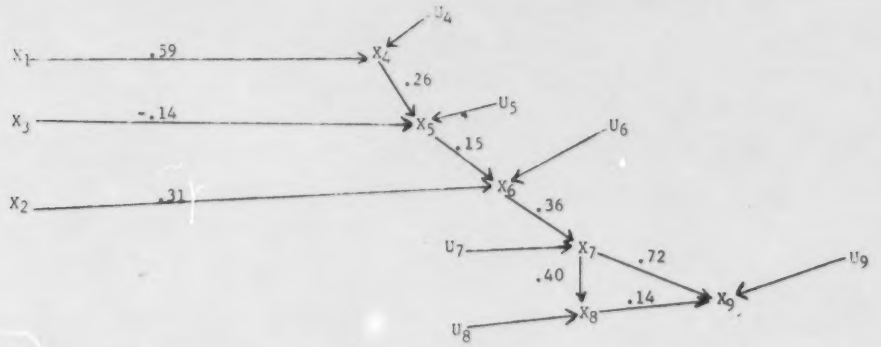
Sibutani, T. Society and personality. Englewood Cliffs, N. J.: Prentice-Hall, 1961.

Straus, A. (ed.) George Herbert Mead on social psychology. Chicago: University of Chicago, 1956.

Wilson, D. and Doyle, K. O., Jr. Student ratings of instruction: Student and instructor sex interactions. Journal of Higher Education, 1976 47, 465-470.

Wood, K., Kinsky, A. A. and Straus, M. A. Class size and student evaluations of faculty. Journal of Higher Education, 1974, 45, 524-534.

Table 1. Path Analysis of Empirical Model



X_1 = Race

X_2 = Undergraduate Education Courses

X_3 = Academic Degree Level

X_4 = Reference Group Identity with Black College Faculty

X_5 = Acceptance of Open Admissions Concept

X_6 = Active Involvement of Students as Instructional Strategy

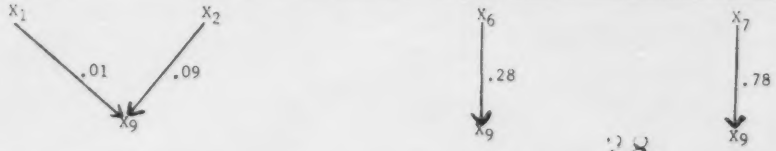
X_7 = Proportion of Students who Participate in Class Activities

X_8 = Average Expected Grade

X_9 = Perceived Teaching Effectiveness

U_i = Disturbance on X_i $R^2(X_9.12345678) = .67$

Table 2. Reduced and Semi-Reduced Models



FACULTY DATA AND PROFILES: Questions and Dilemmas

Peggy Goldstein
Assistant Director, Administrative Data Processing
The University of North Carolina at Chapel Hill

I. Introduction: Needs for Data

Since the mid 60's I feel most institutions of higher learning have been in a dilemma trying to create and maintain adequate data files to be responsive to the requests and requirements of outside agencies.

First, federal guidelines prohibited the use of RACE on employment forms. As soon as all institutions removed RACE from their forms and records, federal reporting required statistics by RACE for all employees.

For a decade now, institutions have had little time to ACT (that is, plan for their own institutional needs and requirements). Most of their time has been spent REACTING - Affirmative Action, EEO, OCR, AAU, AAUP, NCHED, HEGIS, etc. But even so, we can make use of all, or nearly all, of these, data collected for state and federal government purposes for our own benefit.

Technically, we've come a long way since the first card-oriented systems to the current sophisticated on-line data base systems. But technology is not the most important factor to consider in the creation of a faculty data file. Since most of you are involved in institutional research, not computer technology, I'd like to deal with some of the human factors that are important in creating faculty data files, and share with you some of our experiences at UNC-Chapel Hill.

II. Responsibility for Data

A. Have one office responsible for data input and report utilization. We've found that this enhances the data accuracy.

B. This office should coordinate all requests for reports and release of data.

C. This office should review all printed output for content, relevance, consistency, accuracy, etc.

III. Systems Considerations

A. Data Elements

1. Collect only what you need.
2. Don't collect a data element just because it would be nice to have for future needs.

3. Occasional or one-time data elements may best be handled on a survey or manual basis.

B. Data Definitions

1. Have precise definitions for all data elements.
2. Be sure all individuals responsible for input, output, and usage understand and agree on definitions of data.

C. Data Validation

1. Establish clear validation rules.
2. Do not allow invalid or incomplete data into the system.

D. Ease in Use

1. Design a simple straightforward system.
2. Translate codes to descriptions for ease in evaluation and correction.

E. Flexible

1. The system must be able to accomodate new elements or changes to current data specifications.
2. Response time to changes must be minimal.

F. Reporting Requirements

1. Have a generalized reporting system.
2. You need the ability to create a new report quickly.
3. Types of reports needed are:
   a. detail
   b. summary
   c. statistical
   d. comparative

IV. Separate/Combined System (Personnel and Payroll)

We've tried both at Chapel Hill, found problems with each, and have settled on what we call compromise or complementary systems. I'll give a few of the pros and cons for separate and combined systems, and then describe our current system.

A. Separate Personnel System

1. There is no tie-in with the Payroll System.
2. Totals produced from the two systems never agree.
3. You will have employees removed from payroll but still on the personnel file.
4. You will have employees added to payroll, but never added to personnel.
5. Personnel has to keep up with salary and fund source changes.
6. Personnel is free to set their own schedule for file updating and reporting.

7. There will be duplicate data required in the two systems.

B. Combined Payroll - Personnel System

1. You have to establish one office as a control point for input data.
2. Payroll's main concern (and rightly so) is getting people paid. Personnel data accuracy is not top priority.
3. When limited by time (payday), data errors or incomplete data will occur with personnel data.
4. Optional data may not be input by Payroll.
5. If too much Personnel data is required, you risk the chance of a late payday.

C. Compromise or Complementary Systems

1. Personnel Action form which is used to appoint persons to a position and for Payroll contains much of the data required by Personnel.
2. Institutional Research staff extracts the required data from the Personnel Action form, codes the data, and types the data (OCR font) for input to Administrative Data Processing's Scandata scanner.
3. Data from other source documents is likewise coded and typed in the Institutional Research office for computer input.
4. In the update process, the personnel file is matched to the payroll file for extraction of salary and budget data.
5. Social Security number changes submitted through the payroll system are applied to the Personnel file.
6. At the time of the update, the following types of exceptions are identified.
   a. Persons paid on payroll, but not on personnel file.
   b. Persons on personnel file, but not currently paid on payroll.
   c. Inconsistent or incompatible data on the two systems.
7. This process provides for reconciliation between the two systems and more complete and accurate data.
8. We have COBOL programs to validate and update the data and produce the Affirmative Action reports and statistics. We use GRS or MARK IV for all our other reports.
9. For creating the annual General Administration file, we use data from both the EPA Personnel file and the Payroll file.

TABLE TOPICS
****

TABLE TOPIC - ACADEMIC COST ANALYSIS

PRESENTOR - Koosappa Rajasekhara, Director of Institutional Research
Barber-Scotia College

Academic cost analysis is important in the management of an institution. It plays a very important role in planning, budgeting and evaluation. Institutional administrators rely on cost information in making financial decisions. The cost information is not only being used for internal management but also for the allocation of funds to higher education by external funding agencies.

Factors affecting the costs of higher education are: average class size, average teaching load, average faculty productivity, average student credit hour load, student-faculty ratio, average faculty compensation, overhead ratio on faculty compensation and average cost per student.

Class Size: Class size is the ratio of student time to teacher time spent in the average class. It is computed by dividing total student credit hours by total course credit hours. In recent years there has been much discussion on the merits of small and large classes. Research does indicate that class size and quality of instruction are not related. Several studies suggest that it is uneconomical to have a class size of less than 20.

Average Teaching Load: Teaching load is based on total course credit hours, divided by total F.T.E. faculty in one semester. It does not increase or decrease in relationship to institutional size. It is also not related to class size.

Average Faculty Productivity: The average faculty productivity is based on the total student credit hours divided by total F.T.E. faculty over the full academic year. It is related to institutional size. The larger the institution, the harder faculty members work in terms of numbers of students taught. Unlike in small institutions, the faculty in large institutions do not teach as many different courses. However, the number of persons taught is greater, thus equalizing the work load among faculty in smaller and larger private institutions.

Average Student Credit Hour Load: is computed by dividing total student credit hours in a single term by total F.T.E. students in that term. Student credit-hour load is not a factor of institutional size and does not vary significantly.

Student-Faculty Ratio: is the ratio of F.T.E. students to F.T.E. faculty. This varies considerably from institution to institution. A minimum ratio of students to faculty may be established in order for colleges to offer

a broad liberal arts curriculum. The Academy of Educational Development recommends a student-faculty ratio of approximately 20 to 1.

Average Faculty Compensation: is computed by dividing the total salary amounts paid to instructor by F.T.E. faculty. Faculty cost per student credit hour depends upon the total compensation paid the faculty members. It also depends on the number of students taught in the subject. The larger the number of students taught, the lower the cost per credit hour.

Overhead Ratio on Faculty Compensation: The rate is computed by subtracting total faculty compensation from total earned costs and then dividing the difference by the total faculty compensation. The rate illustrates how much is spent in educational and general expenditures other than faculty compensation. The rate states that for every dollar spent for faculty compensation, so many dollars are spent for other educational and general items.

Average Cost per Student: is based on dividing total educational and general expenditure by total F.T.E. student enrollment. The cost per student is related to income per student. Colleges which spend more per student pass that cost on to the student in higher classes. Increased cost does not always mean equal increased quality.

Analysis of the above factors over the years and comparing them with those of similar institutions will have significant impact on the internal management functions such as planning, budgeting, controlling and evaluating.

TABLE TOPIC - USES OF THE FACTBOOK

PRESENTOR - Morris A. Blount and Brenda A. Freeman, Office of Institutional Research, Fayetteville State University

Introduction

The FACTBOOK is a compendium of relevant data designed to give the reader a statistical overview about the institution. Information is included about the faculty, staff and student body classified by ethnic group, sex, age, martial status, geographic origin, degrees, rank, tenure, major, boarder/non-boarder, residence status, full time/part-time and teaching/non-teaching over a five year period. The FACTBOOK is distributed automatically to all faculty, staff and selected student leaders at Fayetteville State University.

Uses of FACTBOOK

The FACTBOOK is used for planning, budgeting, recruiting, management decision making and general information. In addition, it is used as a reference source and a resource document.

The FACTBOOK is used in some manner by all persons who receive it.

For example, certain administrators use it for responding to data requests, completing reports and arriving at decisions for management. The faculty members use the FACTBOOK for information regarding their respective departments such as student-teacher ratios, library holdings, space utilization and cost analysis. Students use it to gain detailed information not readily available in the University catalog. Colleagues at other institutions use the FACTBOOK to compute comparative analysis of trends in enrollment, admissions, racial breakdown, age, geographical locale, etc. with their institution.

The mini-version of the FACTBOOK (Bird's Eye View of FSU) has been used as a public relations instrument by the Chancellor at numerous conferences, meetings, seminars, etc. The Board of Trustees and the Board of Governors also find the mini-version useful and convenient to have in meetings with legislative and other government officials.

TABLE TOPIC - SOME QUESTIONS AND SUGGESTED ANSWERS FOR INSTITUTIONAL RESEARCHERS ON DATA PRESENTATIONS

PRESENTOR - P. Michael McCulley, Office of Institutional Research, University of North Carolina - Chapel Hill

The following questions, attempted "answer," and random notes are hopefully only "reference points" for your own thinking. They may help improve your presentation of data through the development of "standard" methods and procedures for own office or unit. If they only generate your thinking on these areas, they will have served their intended purpose.

I. Accurate Beginnings

Q: Has the data been checked carefully for errors?
Avoid the frustration of re-doing or pasting together data by taking the time before preparing/typing/drawing your presentation.

Q: Are the sources of the data known?

Q: Is your data from the most reliable source for the type of data needed?
The key here is direct reference, "going to the source."
Check secondary sources in the primary locations, if at all possible.

Q: Has someone cross-checked your data before is is assembled?
Sometimes we are too familiar to notice glaring errors.
Ask someone to go over your work, and they often point out problems before the final draft is done

Q: What question(s) will the data address?
Discovering this will tell you if your data-gathering is over.
Thinking of this will help select the best form for presentation.

Q: How can the form of my data presentation aid understanding?
Bar graphs, circle graphs, tables, lists, column and rows, computer graphs--the range of forms is wide. Keep copies of various types handy for reference, and use the "form file" to help make better data presentation choices.

II. Creating Consistent "Style"

Q: How can we create a consistent data presentation "style"?
Through attention to detail, mostly. Treat similar data (say enrollment figures for different leve s) in similar ways. Study your data reports and decide on capitalization, punctuation, arrangements/design, lines and borders, where the source and data will appear--then keep to your pattern. Change for sound reasons any prior method that creates confusion.

Q: Are the sources of the data identified on the graphic form?
Always identify the source(s) on the presentation form, so it can be re-examined, reverified, etc. later or consulted by others using the data.

Q: What does identifying the source recall do for my data?
It indicates something about the reliability (from the nature of the source) and tells the location of "raw" data.

Q: What are the dates needed for data presentation?
(1) the period of time covered by the data, semester, fiscal year, calendar year. etc.; and
(2) the date compiled/reported by the researcher/IR unit, the date sometimes known as the "as of" date.

Q: What future use might be made of the data now under preparation?
Think long-term, since many data reports can be easily updated (as in the continuous data file) in following semesters or years. Design now a form which may serve data presentation needs in the future.

III. Towards Usefulness

Q: What audience(s) will make use of this data?
Target the data report for the primary user, making it easily useful for h s/her needs. Think of how the data will be "read," to answer what questions.

Q: Have I offered sufficient scope of data to the user?
Dig out "missing" elements needed to make the data widely and fully useful. Instead of just two years of degrees conferred why not present a five-year summary? Locate the "context" of the data, and bring in enough to make the data meaningful.

Q: Is there only one way to present data?
The methods are only limited by imagination; often, a table is greatly enhanced by a graphic figure showing visually the relationships or change, etc. Consider using "multiple images" to report a single array of data.

IV. Creative Data Presentation

Q: What existing resources can help with data presentation?
PR offices, printing personnel, news bureau staff, publication artists, etc.--those usually can advise and oten lend their unique talents to creative data presentation. Simple drawing tools, ruled lines, etc., are available as aids.

Q: What can help "inspire" creative data presentation?
An attitude of "borrow-and-adapt." Copy and file meaningful charts, tables, etc., with a look and style you admire. The way someone presented their data can often suggest "ways of

seeing" your own data in a new light. Emulate the best.

Q: Are there other areas of data presentation to consider?
Too many, but here is a "think list" to begin with:
Use notes as needed to qualify, explain, and "correct" data; clearly state "Not Available" for certain data elements rather than eliminate potentially useful partial data.
Use standard abbreviations rather than making up your own.
Investigate the use of computer-assisted graphics for creating maps, showing distributions, etc., as many are now available for easy use.

TABLE TOPIC - INTERNAL USES OF DATA

PRESENTOT - Timothy R. Sanford, Assistant Director of Institutional Research, University of North Carolina - Chapel Hill

Internal uses of data is deserving of a lot more attention than it normally gets. In some small rectification of this oversight my presentation centers around ways in which our office has used data for reports to university administration. In this discussion three major points will be covered: 1) the need to derive information from data; 2) the need to know what questions are being asked before answers can be provided; and 3) the need to maintain the integrity of the basic data in deriving information to answer questions.

First, institutional researchers have a lot of data at their disposal; yet administrators do not want volumes of numbers to help them make decisions. Hence, it is necessary for researchers to derive important information from the data they have. At the same time, the second point suggests that institutional researchers must know the questions that are really being asked before they can accurately produce the necessary information to provide answers.

The third point cautions all of us to be wary of misrepresenting the basic data in our search for concise information to present to other administrators. We must not allow ourselves to overlook subtle aspects of the data in our quest for providing brief, direct reports to others. Nothing is gained by submitting a two-page report if it omits valuable information contained in the basic data.

TABLE TOPIC - THE INSTITUTE ON DESEGREGATION: A CENTER FOR INTER-INSTITUTIONAL RESEARCH

PRESENTOR - Jeff E. Smith, Director, Institute on Desegregation, North Carolina Central University

The North Carolina Association of Institutional Reasearch (NCAIR) has been one of the most effective media through which the Institute on Desegregation at North Carolina Central University was able to inform researchers

about its activities as well as to contact and recruit researchers in 1977 by a panel of participants at the conference at Wrightsville Beach and by a "table topic" participant at the annual meeting at Asheville. Both the 1977 NCAIR conference and meeting provided opportunities for interested researchers to acquire first-hand information about the Institute, its history, purposes, accomplishments, and on-going research activities.

The purpose of this report is to give the readers of the 1977 NCAIR Proceedings a gist of the nature and scope of inter-institutional desegregation research conducted under the aegis of the Institute.

The Institute on Desgregation was officially established as a center for the study of desegregation in 1972 by the General Administration of The University of North Carolina upon the recommendation of a group of faculty and staff members from The University of North Carolina at Chapel Hill and North Carolina Central University in Durham, but its beginnings date back to 1969 when initial and subsequent meetings of faculty and staff members were held at North Carolina Central University to focus attention and efforts on resolving problems relating to school desegregation.

The mission of the Institute is to cooperatively develop programs of research and evaluation relating to desgregation in the areas of education, employment, health, and housing. Priority is given at the present time to interinstitutional desegregation research in higher education.

The specific goals of the Institute are:

1. to promote research related to desegregation by providing funds with which faculty and staff members who are interested in performing research may obtain released time from teaching and/or other duties;

2. to provide opportunities to institutions, including public schools, with research and training;

3. to assist educational institutions, including public schools, with reserach relating to desegregation;

4. to develop a resource center for the dissemination of objective information relative to desegregation, including published materials, working papers, reports, and models to interested individuals, institutions, organizations, and agencies;

5. to develop models, techniques, and approaches that appear relevant to problems of desegregation; and

6. to disseminate research data and published reports concerned with desegregation to public and private institutions, organizations, agencies, and individuals.

The Institute has delved into numerous desegregation-related studies in North Carolina since 1972. Consequent to these investigations has been the publication of a spate of articles and papers that have been read at state, regional and national meetings of learned associations and published in pro-

fessional journals. One of several of these was the article, "The Social Environments of Segregated and Desegregated Schools," by Edward A. Nelson and Norman P. Uhl, published on the Journal Supplement and Abstract Service, Catalogue of Selected Documents by the American Psychological Association. Among the Institute's most widely-acclaimed publications is the book, The Impact of School Desegregation in a Southern City, by Robert R. Mayer, Charles E. King, Anne Borders-Patterson, and James S. McCullough, with a forward by Thomas F. Pettigrew of Harvard University, published by Lexington Books, D. C. Heath Company.

In the fall of 1976, the Institute was successful in bringing together a more diversified group of researchers from five of the constituent institutions of The University of North Carolina and Livingstone College. At the present time, this group consists of representatives from Applachian State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina State University, Pembroke State University, The University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro, and the General Administration of The University of North Carolina. In addition to providing opportunities for researchers from these three predominantly black and five predominantly white, public, senior universities to exchange and pool ideas and resources, select and develop research designs for instruments, collect and analyze desegregation data, and work together on common problems, the Institute serves as a nexus for the publication and dissemination of periodic reports resulting from completed group projects in monograph form.

The following research projects were selected and are being conducted by the researchers:

1. Analysis of Reasons Given by Students for Attending Predominantly Black and Predominantly White Institutions

2. White Presence on the Black Campus

3. Analysis of Student Attrition Rates by Race

4. Student Perceptions of Their Campus Environments

5. Analysis of Survey Data Dealing with Racial and Realted Characteristics of North Carolian Librarians.

While the last four projects are still in process, the first analysis of collected data has been completed and the results published under the title, "Why Minority and Majority Students Select a College," in the initial Institute on Desegregation monograph. An abstract of this project report may be found in the Abstract portion of these Proceedings.

TABLE TOPIC - NEEDED: A PLAN FOR PLANNING?

PRESENTOR - Robert E. Reiman, Coordinator of Long-Range Planning, Appalachian State University

For some time now, it has been evident that planners in higher education have a tremendous need for some kind of institutional "resource manual" (sometimes called a planning guide), which will serve as a springboard for making planning decisions, and, ultimately, long-range planning documents.

The Plan for Planning, adopted recently by Appalachian State University, provides for each key administrator and department head, in one handy, loose-leaf comprehensive volume, all the various ideas, considerations, and/or procedures pertinent to a cyclical and continuous process of long-range planning.

Because the various elements within the Plan are provided mainly in outline form, it is not a long-range plan, per se, but it does contain, in timely terms, all of the basic premises, statements, and ideas from which a long-range plan can be quickly (and painlessly) developed. Moreover, because of its loose-leaf configuration, and organization into logical sub-topics, the Plan for Planning can be updated whenever substantial changes are necessary. Any member of the University community may provide input that might result in revisions of this planning guide. It is envisioned that extensive revision will occur at least once per year--probably during early summer--and the revised version will be presented to key administrators at a general briefing session just prior to the beginning of each academic year.

In essence, we expect that the Plan for Planning will enable us to:

1. Enhance our planning environment.
2. Relate the mission of the university with its operation.
3. Foster a better undestanding of the planning process.
4. Minimize surprise.
5. Provide built-in regularity for interpreting and meeting up-date
6. Tie the planning process more directly to budgetary decisions.
7. Allow planning to be accomplished in decentralized mode.
8. Allow everyone to get into the act and still have some action.

ABSTRACTS
****

A - INSTITUTIONAL GOALS

1. PLANNING FOR THE N.C. COMMUNITY COLLEGE SYSTEM (JUNE 1970). Alvin M. Cruze, Center for Study of Social Behavior, Research Triangle Institute, Research Triangle Park 27709.

   The objective of this project was to develop a series of time-phased plans for the North Carolina Community College System. Education and training needs for the System were developed from projections of the skills needed for future jobs in the North Carolina economy. The project results included three separate planning documents: a ten-year strategic plan for the period 1970-80, a four-year operating plan for the 1971-75 biennia, and a two-year model biennial budget based on the projections of training needs.

2. CONTINUED DEVELOPMENT OF THE PLANNING CAPABILITIES OF THE N.C. COMMUNITY COLLEGE SYSTEM. Stephen A. Johnston, Research Triangle Institute, Research Triangle Park 27709.

   The objectives of this project was to update and extend a series of time-phased plans developed earlier by Research Triangle Institute for the North Carolina Department of Community Colleges. Estimates of unmet training needs in the labor force and in the general population in 1970 were prepared, and projections on occupational employment and education and training needs in these positions were made through 1985 for the State and its 17 multi-county planning regions. These estimates and projections were used to develop a ten-year strategic plan (1975-1985) for enrollment potentials in the North Carolina Community College System, a five-year operating program (1975-1980) that included geographic detail and broad curriculum area enrollment potentials, a System model budget request for 1977-1979, and local institution planning model describing how an individual community college or technical institute could integrate these estimates and projections into its planning efforts.

3. PLANNING FOR FORSYTH TECHNICAL INSTITUTE (MAY 1971). Center for the Study of Social Behavior, Research Triangle Institute, Research Triangle Park 27709.

   The basic purpose of this project was to extend the planning process and plans developed for the entire North Carolina Community College System to a single institution in that System--Forsyth Technical Institute. Data available from earlier statewide planning efforts were combined with available local data on training needs and program operations to develop a series of ten-, four-, and two-year plans for Forsyth Technical Institute. In addition, a one-year plan of operations, providing details of specific curriculum offerings, was developed with the cooperation of officials from Forsyth Technical Institute.

B - ADMINISTRATIVE

4. PLANNING FOR THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM (JUNE 1970). Alvin M. Cruze, (See Institutional Goals).

5. THE EFFECTIVE COLLEGE AND UNIVERSITY BOARD: A REPORT OF A NATIONAL SURVEY OF TRUSTEES AND BOARD PRESIDENTS. Junius A. Davis and Steve A. Batchelor, Center for Educational Research and Evaluation, Research Triangle Institute, Research Triangle Park 27709.

   This report discusses findings of a National Survey of Trustees in 182 institutions representing the entire range of higher education types to determine structural factors related to effective board functioning.

6. CONTINUED DEVELOPMENT OF THE PLANNING CAPABILITIES OF THE N.C. COMMUNITY COLLEGE SYSTEM. Stephen A. Johnston, (See Institutional Goals).

7. PLANNING FOR FORSYTH TECHNICAL INSTITUTE (MAY 1971). Center for the Study of Social Behavior, (See Institutional Goals).

8. NORTH CAROLINA CENTRAL UNIVERSITY'S FACULTY EDUCATION SYSTEM, Norman P. Uhl, (See Faculty).

C - FACULTY

9. NORTH CAROLINA CENTRAL UNIVERSITY'S FACULTY EDUCATION SYSTEM, Norman P. Uhl, Office of Research, Evaluation and Planning, Durham, N.C. 28808.

   The evaluation program at North Carolina Central University includes five steps: (1) definition of responsibilities, (2) assessment; (3) evaluation; (4) review; and if necessary; (5) appeal.

D - CURRICULUM

10. REMEDIAL EDUCATIONAL ACTIVITIES OF THE UNIVERSITY OF NORTH CAROLINA: 1976. Center for Educational Research and Evaluation, Research Triangle Institute, Research Triangle Park 27709.

    A special report to the University of North Carolina, this document inventories and describes remedial educational activities in the 15 member institutions of the University of North Carolina.

G - STUDENT CHARACTERISTICS

11. NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972: SECOND FOLLOW-UP SURVEY FINAL METHODOLOGICAL REPORT. J.P. Bailey, Jr., Research Triangle Institute, Research Triangle Park 27709.

    This document is the formal report of activities during the second Follow-Up Survey. The report is methodological, historical, and descriptive in nature, rather than analytical, and includes chapters on sample design, questionnaire development, maximization of response, file preparation, weight calculations, reliability, and preliminary analysis and results.

12. NCA&T STUDENT FOLLOW-UP STUDY. W. Archie Blount, Office of Institutional Research, North Carolina Agricultural & Technical State University, Greensboro 27411.

A two-pronged study was designed to survey the class of 1977 over a five-year period. The first portion of this study has as its purpose: (1) To ascertain the employment status of recent graduates during their first year after graduation; and (2) To collect data that would generate some understanding of difficulties encountered in seeking employment or pursuing further study.

Beyond these two objectives, the second and more unique facet of this study is to survey the current student body, faculty and staff for information about family relatives who have or are now attending NCA & T. The survey of relatives is being conducted in three phases. Phase one has been completed and an informational lode of 666 names has been generated.

13. SYMPOSIUM: TRENDS IN POSTSECONDARY EDUCATION. J. P. Bailey, Jr., Research Triangle Institute, Research Triangle Park 27709.

Papers presented at the April 1977 meeting of the American Educational Research Association (AERA) are collected in this report and accompanied by syposium overview and discussants' comments. Papers included are Entry into Postsecondary Education by J. P. Bailey, Jr. and E. F. Collins; College Student Withdrawal: A Motivational Problem by S. S. Peng and W. B. Fetters; Transfers Among Post-Secondary Education Institution by C. H. Dunteman and S. S. Peng; and The Impact of Financial Aid on Postsecondary Entrance and Persistence by S. B. Corrallo and J. A. Davis.

14. A CAPSULE DESCRIPTION OF HIGH SCHOOL SENIORS-BASE YEAR SURVEY. W. B. Fetters, Mathematical Statistician, DHEW; National Center for Education Statistics.

The planning and development of the National Longitudinal Study is described in Part I of this two-part report. Part II presents a brief description of the characteristics, plans, and attitudes of the sample students as they are about to leave high school.

15. CHANGES IN ATTITUDES ONE AND ONE-HALF YEARS AFTER GRADUATION. W. B. Fetters, DHEW; National Center for Education Statistics.

This report describes the changes of high school graduates during a period of about one and one-half years with regard to their views of themselves, sense of control of their environment, and their orientation toward work, community, and family goals. Change percentage points are presented for the population as a whole, and for groups classified by sex, race, SES, academic ability, high school program, and geographic region.

16. COMPARATIVE PROFILES ONE AND ONE-HALF YEARS AFTER GRADUATION. W. B.

Fetters, DHEW; National Center for Education Statistician.

This report presents tables summarizing data from the First Follow-Up survey of the National Longitudinal Study. Statistics are presented for the total group, and by subgroups according to sex, racial-ethnic background, academic ability, SES, high school program, and region.

17. ATTRITION FROM COLLEGE: THE CLASS OF 1972 TWO AND ONE-HALF YEARS AFTER HIGH SCHOOL GRADUATION. Andrew Kolstad, DHEW; National Center for Education Statistics.

This bulletin presents some findings about attrition from two and four year colleges, based on the National Longitudinal Study. The report includes attrition statistics in terms of socioeconomic status, racial-ethnic background, public vs. private schools, and working vs. nonworking students. The study concluded that most students who leave college do so for nonacademic reasons.

18. DIFFERENCES BETWEEN HIGH SCHOOL GRADUATES AND DROPOUTS IN PARTICIPATION PATTERNS AND RESPONSE QUALITY IN SURVEY STUDIES. S. S. Peng et al., Research Triangle Institute, Research Triangle Park 27709.

This report describes a study of high school graduates and dropouts from the National Longitudinal Study sample. The two groups are compared in terms of participation rates, efforts required for data collection, and overall quality of responses in a longitudinal survey. The report contains specific recommendations for improving the rate and quality of responses for high school dropouts.

19. NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972: REVIEW AND ANNOTATION OF STUDY REPORTS. S. S. Peng et al., Research Triangle Institute, Research Triangle Park 27709.

This recent publication is a handbook to NLS research, combining a review of National Longitudinal Study activities and major findings with an annotated listing of all NLS literature through May 1977. Chapters I and II contain a history of the study and a description of the Data Base; Chapter III is a review of study reports; and Chapter IV is a annotated bibliography of journal publications, papers presented at professional meetings, unpublished papers, contract or grant reports, and studies in progress. Special features include charts comparing content areas in each survey and an appendix listing current NLS Data users.

20. PROFILE OF NORTH CAROLINA CENTRAL UNIVERSITY FRESHMAN. Linda K. Pratt and Norman P. Uhl, North Carolina Central University, Durham 27707.

The Profile of North Carolina Central University Freshman is a three-part summary of NCCU freshmen responses to the College Student Questionnaires (CSQ).

Part I, "Backgrounds and Aspirations," summarizes the geographic origins family backgrounds, academic preparation, educational plan and vocational aspirations of the 600 NCCU freshmen.

Part II, "Attitudes," summarizes the attitudes of NCCU freshmen in such areas as family and peer relations, political-economic-social values, social conscience and cultural interests. Average scale scores are compared to national standards in three of the five areas. In the remaining two areas, the scores are compared to those of 1968 NCCU freshmen. Scores in these two areas could not be compared to national standards since the scales diverged from the national scales.

Part III, "Reasons for Choosing NCCU," summarizes freshmen responses to several local option questions, all related to their reasons for selecting NCCU. Briefly, the academic program was given as the most important reason and familiarity with the school was second. Students reported that parents influenced their decisions more than any other persons and letters, communications, etc., from the admissions office were the most influential written materials.

I - RECRUITMENT AND ADMISSIONS

21. LAW-SCHOOL PREDICTION STUDY, Linda K. Pratt and Norman P. Uhl, North Carolina Central University, Durham 27707.

The study examined the usefulness of several variables in predicting success in Law School and in passing the bar examination. The LSAT was the single best predictor of passing the bar as well as of both first and third year law school grade-point averages. However, it was also found that the LSAT does not predict equally well over the entire range of scores for students at NCCU Law School. For example, if all students with LSAT scores below 400 are eliminated, the LSAT is no longer significantly correlated with passing the bar. The use of a cutoff on the LSAT is suggested; to be followed by use of other criteria (including perhaps an index of motivation) to select among those students with LSAT scores above the cutoff.

Using the LSAT to establish a cutoff ensures that most applicants who have a reasonable chance of succeeding in law school and passing the bar will be in the initial pool. Other criteria can then be used to select who will be admitted.

22. USING A NOMOGRAPH TO COMPUTE PREDICTED GRADE AVERAGES FOR THE UNDERGRADUATE SCHOOL. Linda K. Pratt and Norman P. Uhl, North Carolina Central University, Durham 27707.

Though a predicted grade-point average (PGPA) formula can be a valuable tool for the admissions officer, computation of a PGPA for every applicant can be a time-consuming task. This paper illustrates the use of a graphical procedure to facilitate the process. Using the procedure, the admissions personnel need only compute the high school rank; the PGPA can then be estimated from a chart.

J - PREDICTIONS AND ACADEMIC PERFORMANCE

23. LAW-SCHOOL PREDICTION STUDY. Linda K. Pratt and Norman P. Uhl, (See Recruitment and Admissions).

24. USING A NOMOGRAPH TO COMPUTE PREDICTED GRADE-POINT AVERAGES FOR THE UNDERGRADUATE SCHOOL. Linda K. Pratt and Norman P. Uhl, (See Recruitment and Admissions).

25. THE REQUIREMENTS FOR AND AVAILABILITY OF LAWYERS IN NORTH CAROLINA: 1970-1980 (September 1974). David H. Stuart, Research Triangle Institute, Research Triangle Park 27709.

The general objective of this effort was to assist the Board of Governors of The University of North Carolina in deciding the adequacy of the current and projected demand for graduates of North Carolina between 1975 and 1980. The assistance was provided in the form of quantitative information about the current status of the legal profession and projections of the requirements and availability of lawyers in North Carolina to 1980. Based on the results found, the study concluded that expansions of the capability of law schools in North Carolina was not justified by the current or anticipated traditional market for law school graduates within the state.

P - STATISTICS

26. RELIABILITY AND VALIDITY OF NATIONAL LONGITUDINAL STUDY MEASURES: AN EMPIRICAL RELIABILITY ANALYSIS OF SELECTED DATA AND A REVIEW OF THE LITERATURE ON THE VALIDITY AND RELIABILITY OF SURVEY RESEARCH QUESTIONNAIRES. A. J. Conger et al., Research Triangle Institute, Research Triangle Park 27709.

The focus of this report is a detailed study of the reliability of selected NLS Second Follow-up questionnaire items on a sample of NLS respondents. Analysis of findings includes an evaluation of test-retest reliability as a function of data collection procedures, item characteristics and respondent characteristics. The report also includes a capsule view of the National Longitudinal Study, a thorough review of literature on survey data reliability and a synthesis of this review with the findings of the NLS reliability analysis.

27. COMPARATIVE PROFILES ONE AND ONE-HALF YEARS AFTER GRADUATION. W. B. Fetters, (See Student Characteristics).

28. ATTRITION FROM COLLEGE: THE CLASS OF 1972 TWO AND ONE-HALF YEARS AFTER HIGH SCHOOL GRADUATION. Andrew Kolstad, (See Student Characteristics).

29. WHY MINORITY AND MAJORITY STUDENTS SELECT A COLLEGE. Linda K. Pratt, Jeff E. Smith, Donald J. Reichard, and Norman P. Uhl, Institute on Desegregation, North Carolina Central University, Durham 27707.

The current stable enrollment in post-secondary institutions as well

as the necessity (both legal and moral) for enrolling greater numbers of minority students has increased the need for information that may be useful to colleges in their recruiting efforts. One type of information that should prove particularly useful is the reason given by students for selecting a particular institution. The present study is a compilation of data collected from students at three predominantly white and two predominantly black institutions in North Carolina.

The academic reputation of the college and/or the reputation of the college in a particular field were the major reasons for students selecting the five institutions. The location and financial reasons were also differentially important, with location being a more important factor when white students chose a predominantly black university and financial reasons being more important for black than white students at all colleges. The fact that an institution had many members of their race was important to black students choosing NC A & T in 1973, but less so to black students selecting NCCU in 1976.

Students seemed to be most influenced by persons with whom they had daily contacts, though black students selecting predominantly white universities did tend to be influenced by teachers and guidance counselors more often than did any other group of students.

While the college catalog was the most influential type of printed material at UNC-G; letters and communications from the office of admissions were more influential at NCCU.

Though there are obvious limitations in the study, notably in the different contexts in which questions were asked, the way samples were selected, and the manner in which some questions were worded, information which describes the reasons why students select a college may still prove useful in recruiting efforts. If the information also differentiates reasons given by minority students from reasons given by majority students, the data can also be useful in meeting federal and state desegregation guidelines. In that respect, the results may be useful to colleges that are trying to increase the proportion of minority students.

30. NCCU FACTBOOK: A STATISTICAL ABSTRACT OF SIGNIFICANT CHARACTERISTICS OF NORTH CAROLINA CENTRAL UNIVERSITY. Jeff E. Smith, North Carolina Central University, Durham, NC 27707.

The NCCU Fact Book is a statistical abstract of significant characteristics of North Carolina Central University. It contains a compilation of relevant data in narrative and tabular form about the University. As a compendium of data dealing with students, staff, faculty, programs, budgets, and physical resources, this publication provides an overview for the 1976-77 academic year, as well as for periods ranging from two to ten previous years, to give the users some insight into trends which have developed that could be helpful in anticipating future needs of the University. For example, this reference source includes data dealing with the racial composition of the students, staff, and faculty for the first time since its initial publication. This information is valuable to those who must make decisions concerning desegregation plans and procedures.

Like most fact books, this one has its limitations. It is neither complete nor exhaustive. For instance, it lacks data dealing with grade distribution, majors of students by academic departments and disciplines, space utilization, student personnel services, and other components which mights be of interest and value to users. However, it does contain background information about the history, purpose, accreditation, academic organization, degree programs, officers and their degrees, titles, and positions, and 40 tables of data relative to students, instructional faculty, non-instructional faculty, and financial affairs of the university. In general, this publication is an essential document of the growth and development of the University, a helpful tool for determining trends and making comparisons of progress from year to year, and a useful resource for institutional planning.

T - LONG - RANGE PLANNING

31. LONG - RANGE PLANNING SYLLABUS AND SCHEDULE FOR A NON-TRADITIONAL SELF-STUDY. Norman P. Uhl and Edwina C. Williams, North Carolina Central University, Durham 27707.

North Carolina Central University, like all institutions accredited by the Southern Association of Collges and Schools, is required periodically to reaffirm its accreditation through participation in the Institutional Self-Study Program. The Southern Association of Colleges and Schools (SACS) has recently encouraged those developed institutions who are already accredited to conduct specialized investigations which meet the particular needs of the school.

THE NCCU Self-Study Steering Committee agreed that the development of a long-range planning process was of crucial importance to the future development of North Carolina Central University. The committee submitted this idea to SACS with the request that NCCU be allowed to perform a non-traditional study in this area. SACS approved the request. The Syllabus outlines the project.

The planning procedure resulting from this Syllabus and from the self-study will:

1. involve faculty and students in the planning process;

2. link and coordinate planning and budgeting; and

3. provide a formal update procedure for planning.

The Syllabus provides a step-by-step outline of the planning process, a formal planning model and a detailed timetable outlining activities, individuals and committees responsible for each activity, and deadlines for achievement of each.

REPORTS
****

North Carolina Association for Institutional Research

Business Session, 1977 Annual Meeting Minutes

The business session of the 1977 NCAIR Annual Meeting was called to order by President Dr. Donald J. Reichard at the Great Smokies Hilton in Asheville on November 3, 1977.

Dr. Reichard first called for the Secretary's Report from Mrs. Dianna B. Morris. She stated that for the 1977 membership year there was a total of 92 members, 84 individual and 8 institutional,representing five states (North Carolina, South Carolina, Virginia, West Virginia, and Georgia). This was the largest total membership in the history of NCAIR. She also reported that 57 members had renewed or joined so far for the 1978 membership year. At the 1977 annual meeting there were 67 registered participants. Reichard pointed out there has been two successful drive-in conferences during the year, one at Wrightsville Beach on HEGIS/NCHED Reporting, and one at Raleigh on Follow-up Studies of Graduates.

Dr. Ben M. Seelbinder reported that the Association has an approximate balance of $700.00 after the expenses of the annual meeting with a projection of 40 additional memberships and a cost of $500.00 for the Proceedings. The report of the auditing committee was contained in a letter from Ralph Kornegay and Sadek Youssef which stated that all Treasury activities over the past year were found to be correct and in accordance with the Constitution.

A proposed Constitutional Amendment was placed before the membership to amend Article V, Section I to read as follows: "The Executive Committee shall be composed of the President-Elect, Secretary, Treasurer, the Immediate Past President, and three Members-at-Large elected by the membership. The President shall be the Chairman." Julian Wingfield moved for adoption of the amendment. The motion was seconded and unanimously passed.

Dr. Robert E. Reiman, Chairperson of the Nominating Committee, placed the following names in nomination for the NCAIR Executive Committee for 1978:

Ben M. Seelbinder - President-Elect
Dianna B. Morris - Secretary
Don P. Altieri -- Treasurer
Sally M. Horner - Member-at-Large
Ed Chapman - Member-at-Large
Tim Sanford - Member-at-Large

The floor was opened for additional nominations. There being none, Kenneth Wood moved that the nominations be closed. Wingfield seconded the

motion and it unanimously carried. Wingfield moved that the nominations be accepted by acclamation. Norman Uhl seconded the motion and it was unanimously accepted.

The next agenda item was a discussion of activities resulting from the drive-in conference on follow-up of graduates. Tim Sanford related some of these activities and possible sources of funding for a state-wide cooperative follow-up. Marie Capel suggested that the North Carolina Personnel Association may be able to assist with this project. Sanford presented a resolution (see Attachment #1) of general support by NCAIR to endorse and continue these efforts and moved for its adoption. Ben H. Romine moved for a substitute resolution and changed wording of the original resolution (see Attachment #2) to make it a more general statement of support by NCAIR. Sanford concurred; the motion was seconded and unanimously passed.

Cecil Brooks moved that "the membership instruct the NCAIR Executive Committee to appoint a Task Force, either the existing one or a substitute, to work under the supervision of the Executive Committee to investigate alternative ways to voluntarily cooperate in follow-up studies." The motion was seconded and unanimously passed.

Norman Uhl announced that the Southern Conference on Institutional Research may possibly meet in North Carolina in 1979-80 and proposed the possibility of a joint NCAIR-SCIR meeting that year. He asked for the reaction of the membership to this idea and there was a consensus of support.

Reichard and the Association commended Charlie Brown for an outstanding job on the 1976 Proceedings.

Robert M. Ussery and the Assoication expressed appreciation to Reichard for two years of service on the Executive Committee as President-Elect, Program Chairperson, and President.

Reichard and the Association commend Romine for a fine program at the 1977 annual meeting.

Romine made some remarks looking forward to the coming year for NCAIR and asked the new Executive Committee to meet at the end of the meeting. (It was decided that the first Executive Committee meeting will be at 11:00 a.m. on Friday December 2, 1977, at the Administration Building in the Board of Trustees Meeting Room at Meredith.)

The meeting adjourned at 12 Noon.

Respectfully submitted,

Dianna B. Morris
Secretary, NCAIR

DBM/eb

Attachment #1

In recognition of the desirability and feasibility of conducting follow-up studies of recent graduates on a voluntary basis, the membership of the North Carolina Association for Institutional Research endorses and encourages efforts to develop and obtain support for a broad-scale inter-institutional follow-up study of graduates which would be of particular value to institutional research, career planning and placement, and other persons based at individual colleges and universities in North Carolina.

Attachment #2

In recognition of the importance of conducting follow-up studies of recent graduates on a voluntary basis, the North Carolina Association for Institutional Research encourages efforts to develop a broad-scale inter-institutional follow-up study of graduates which would be of particular value to institutions and other agencies.

NCAIR ANNUAL FINANCIAL STATEMENT - 1977 MEMBERSHIP YEAR

BALANCE REMAINING - December 1, 1976 $686.73

DEPOSITS

December	5.00	June	12.50	
January	50.00	July	4.50	
February	130.00	August	731.00	
March	30.00	September	35.00	
April	317.00	October	153.00	
May	38.00	November	1,256.75	
			$2,762.73	3,449.48

EXPENDITURES

December 3, 1976	State of N. C. - Incorporation	20.00
29	1977 Membership Materials	77.44
30	Bank Service Charge	.53
January 14, 1977	Postage	29.90
27	Don Reichard (Annual Meeting)	110.39
February 4	Envelopes	20.00
March 21	Workshop Conference Materials	26.70
	Postage	41.00
30	Bank Service Charge	1.39
April 22	Workshop Refreshments	39.08
May 23	Postage - Apr. Workshop Follow-up	24.91
	Bank Service Charge	1.49
June 24	Envelopes	20.00
July 7	State NC - Addition to Incorp.	5.00
8	Postage & Envelopes (Aug. Workshop)	33.10
August 1	Sheraton Crabtree Inn	650.80
	Workshop Mailing	30.00
30	Printing - 1976 Proceedings	411.25
	Mailing - Proceedings	15.19
September 9	Aug. Workshop Follow-up	64.80
	Postage	11.57
October 5	Memo - Annual Meeting, etc.	50.10
	Postage	24.86
25	NCAIR Research Directory	13.05
	Bank Service Charge	1.03
November 3	Carl Stewart's Room Expense	24.55
	Great Smokies Hilton	763.98
4	Postage, Supplies	10.00
21	1978 Letterhead	20.90
	Postage	7.70
		$2,554.31

BALANCE REMAINING - DECEMBER 1, 1977 895.17

APPENDICES
****

CONSTITUTION AND BYLAWS
FOR THE
NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH
(Ratified, January, 1973)
(Revised, November, 1976)
(Revised, November, 1977)

ARTICLE I NAME

The name of the Association shall be the North Carolina Association for Institutional Research.

ARTICLE II PURPOSES

The major purposes of this Association shall be: (1) to provide for professional development; (2) to provide for the dissemination of information and the interchange of ideas on problems of common interest; (3) to contribute to the advancement of post secondary education in its fullest and broadest implications; and (4) to foster a friendly spirit of unity and cooperation among persons having interests and activities related to institutional research.

ARTICLE III MEMBERSHIP

There shall be the following three categories of membership: individual membership, institutional membership and organizational membership. Each category of membership shall have only one vote.

Section 1. Individual Membership shall be open to any person engaged in institutional research, or who has interests and activities directly related to institutional research.

Section 2. Institutional Membership shall be open to any post secondary educational institution.

Section 3. Organizational Membership shall be open to any professional organizational or educational organization with interests and activities related to institutional research.

ARTICLE IV OFFICERS

Section 1. Officers - The officers of the Association shall consist of the President, the President-Elect, the Secretary, and the Treasurer.

Section 2. Duties of Officers

President - The President shall: (a) serve as Chairman of the Executive Committee and preside at all meetings of the Association; (b) represent the Association or provide for appropriate representation for the Association at national, regional, and local conferences or meetings of interest to the Association; (c) act as spokesman for the Association; (d) have general responsibility for promoting membership in the Association; (e) appoint committee members; and (f) perform any other duties necessary to assist the Association in achieving its purposes as stated in the Constitution.

President-elect - The President-elect shall: (a) perform all of the duties of the President in the absence of that officer; (b) assist the President; (c) serve as Chairman of the Program Committee for the annual meeting; (d) perform other assignments which may be delegated by the President; (e) assume the duties of the President in the event that an unexpired term of the presidency occurs; and (f) assume the office of Presidency at the end of the President's term.

Secretary - The Secretary shall: (a) keep and publish annually an accurate listing of the members of the Association and provide a list of active members during the annual meeting; (b) keep the minutes of the annual meeting and the meetings of the Executive Committee; and (c) shall have the responsibility for printing and distributing at the earliest possible time, the proceedings of the annual meeting.

Treasurer - The Treasurer shall: (a) collect annual dues; (b) provide the payment of duly authorized expenses of the Association; (c) prepare formal financial statements for the executive committee meetings and annual meetings; and (d) perform any other duties assigned by the President.

Section 3. Term of Officers - The term of officers shall be one year. All officers shall assume office at the close of the annual meeting at which elected and serve until the close of the annual meeting coinciding with the completion of term for which they are elected.

Succession - The Secretary and Treasurer are eligible to succeed self, not more than two consecutive times, in the same office.

Section 4. Election of Officers - All officers shall be elected at the annual meeting by a majority vote of those members present and voting. Voting shall be by written ballot.

ARTICLE V EXECUTIVE COMMITTEE

Section 1. Composition - The Executive Committee shall be composed of the President, President-elect, Secretary, Treasurer, the immediate Past President, and three Members-at-large elected by the membership. The President shall be the Chairman.

Section 2. Duties - (a) The Executive Committee shall have the general supervision of the affairs of the Association between its annual meetings, fix the hour and place of meetings, make recommendations to the Association, and perform such other duties as are specified in the By-Laws; (b) the Executive Committee shall function as the Budget Committee; and (c) in

addition, shall pose questions with the President on important policy matters.

Section 3. Vacancies - Unless otherwise provided for in the Constitution, the Executive Committee shall have the authority to fill any vacancy by appointment for the unexpired term. Any individual appointed to an unexpired term shall be eligible to succeed himself and to serve a full elective term as provided for in the Constitution.

ARTICLE VI BY-LAWS

The Association shall adopt By-Laws for the conduct of its affairs not inconsistent with this Constitution. Such By-Laws may be adopted, repealed, or amended at any annual meeting of the Association by a majority of the members present and voting, provided that the proposed amendment to the By-Laws shall have been circulated at least 30 days prior to the annual meeting.

ARTICLE VII AMENDMENTS

This Constitution may be amended at any annual meeting by a 2/3 vote of members present, provided the substance of the proposed amendment shall have been submitted 30 days prior to the meeting in the call of the meeting.

Section 1. Meetings - The purpose of the Association will be served by annual meetings, special meetings, and executive committee meetings. (a) The Annual Meeting of the Association shall be held during November of each year on a date determined by the Executive Committee; (b) Special Meetings of the Association may be called by the Executive Committee, or by petition of ten percent (10%) of the active membership; and (c) the Executive Committee shall meet twice, once in December following the annual meeting (Budget Meetings) and at another time so designed by the President. Special Meetings of the Committee can be called by the President.

Section 2. Membership Dues - There shall be two categories of dues, individual and institutional/organizational. Annual dues for the individual membership shall be five dollars ($5) payable upon acceptance of membership. Annual dues for institutional/organizational members shall be twenty-five ($25) payable upon acceptance of membership. Dues are due at each annual meeting and must be paid by September 30 for a member to have active status at the annual meeting. The dues year is from the date of each annual meeting to the next annual meeting.

Section 3. Voting- For voting purposes, each member, individual or institutional, shall have one vote. Individual members are entitled to one vote. Organizational and institutional members are entitled to one vote cast by a designated representative of the organization or institution.

Section 4. Fiscal Year - The fiscal year of the Association will be from January 1 through December 31.

Section 5. Committees

A. A Nominating Committee of at least three members shall be appointed by the President no later than October 5 for each annual meeting.

B. A Committee on Program and Local Arrangements shall be appointed by the President for each annual meeting.

C. An Auditing Committee shall be appointed by the President for each annual meeting. This committee shall audit the Treasurer's books for the preceding year.

D. The Membership Committee shall be appointed by the President.

E. Such other Committee as deemed necessary for the welfare of the Association may be appointed by the President.

Section 6. Quorum - A quorum to conduct the business of the Association shall consist of 25% of the active membership.

Section 7. Procedure - The latest edition of Robert's Rules of Order shall govern all meetings of the Association insofar as they are applicable and not inconsistent with the Constitution and By-Laws of the Association.

Section 8. Amendments - These By-Laws may be amended in any annual meeting by a majority vote of members present and voting provided the substance of the proposed amendment shall have been submitted 30 days prior to the meeting, in the call meeting, or at the previous meeting.

1977 NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH DIRECTORY

Directory of Individual Members
****

Fleet D. Allen
Director of Research
Sandhills Community College
Route 5, Box 18
Carthage, NC 28327
(919) 692-6185 Ext. 19
*Areas: O

Marcus D. Allred
Director, Institutional Planning
N. C. Department of Community Colleges
Edenton Street
Raleigh, NC 27601
Areas: A, B

Don P. Altieri
Dean, Educational Development
Caldwell Community College and Technical Institute
1000 Hickory Blvd.
Hudson, N. C. 28638
(704) 728-4323 Ext. 202
Areas: A, C, D, T

Edwin C. Anderson
Director of Computer Services
Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410
(919) 292-5111 Ext. 139
Areas: J

Linda F. Balfour
Social Research Associate
UNC-General Administration
P. O. Box 2688
Chapel Hill, NC 27514
(919) 933-6981 Ext. 257
Areas: G, P, U

Leonard R. Ballou
Director of Institutional Research
Elizabeth City State University
Parkview Drive
Elizabeth City, NC 27909
(919) 335-0551

Charles M. Beattie
155-2 Herlong Drive
Tallahassee, Fla. 32304

W. Archie Blount
Director, Institutional Research
N. C. A & T State University
Room 102, Dudley Building
Greensboro, NC 27411
(919) 379-7797
Areas:

Rebecca E. Bostic
Research Analyst
Central Piedmont Community College
Box 4009
Charlotte, NC 28204
(704) 373-6617
Areas: O

Deanna G. Bowman
Reporting Specialist
Appalachian State University
Whitener Hall
Boone, N. C. 28608
(704) 262-2140 Ext. 7
Areas: F, G, L, N

Cecil C. Brooks
Associate Director, Institutional Studies and Planning
Western Carolina University
Cullowhee, NC 28723
(704) 293-7239
Areas: I, L, M, N

Dalton P. Brooks
Director, Institutional Research
Pembroke State University
Route 2, Box 375-A
Pembroke, NC 28372

C. Edward Brown, Jr.
Academic Dean
Louisburg College
Louisburg, N. C. 27549
(919) 496-2521 Ext. 221
Areas:

Charles I. Brown
Associate Professor of Education
Fayetteville State University
Fayetteville, North Carolina 28301
(919) 486-1182
Areas: G

Ollie W. Burrell
Statistical Analyst
UNC-General Administration
P. O. Box 2688
Chapel Hill, NC 27514
(919) 933-6981
Areas: P

Edwin R. Chapman
Dean, Planning and Development
Western Piedmont Community College
Morganton, NC 28655
(704) 437-8688 Ext. 212
Areas: B, C, D

Kathryn A. Council
Research Assistant
N. C. State University
204 Peele Hall
Raleigh, N. C. 27607
(919) 737-2776
Areas: G, J, L, M

Harriette M. Crump
Educational Development Officer
Halifax Community College
P. O. Drawer 809
Weldon, NC 27870
(919) 536-4152 Ext. 22
Areas: B, I

John B. Davis, III
Programmer
UNC-General Administration
P. O. Box 2688
Chapel Hill, NC 27514
(919) 933-9688
Areas: Q

Preston G. Davis
Statistical Research Assistant
UNC-Wilmington
Post Office Box 3725
Wilmington, N. C. 28401
(919) 791-4330 Ext. 329
Areas: P

Francenia S. Deskins
Director, Student Research Services
Appalachian State University
219 Workman Hall
Boone, NC 28607
(704) 262-2210
Areas: G

David J. DeVries
Coordinator of Information Systems
Mars Hill College
Box 245
Mars Hill, N. C. 28574
(704) 689-2964
Areas: B, D

Nancy C. Dolin
Research Assistant
N. C. State University
204 Peele Hall
Raleigh, NC 27607
(919) 737-2776
Areas: O

L. Steven Drum
Assistant Research and Planner
Caldwell Community College and
Technical Institute
1000 Hickory Blvd.
Hudson, N. C. 28638

Wanda B. Fisher
Coordinator of University Studies
UNC-Charlotte
UNCC Station
Charlotte, NC 28223
(704) 597-2431
Areas: C, F, G, U

Robert E. Fry
Director, Institutional Research
UNC-Wilmington
P. O. Box 3725
Wilmington, NC 28401
(919) 791-4330 Ext. 329
Areas: F, J, L, Q

James E. Garner
Director of Admissions and Institutional Research
Greensboro College
Greensboro, NC 27420
(919) 272-7102 Ext. 215
Areas: I

Patricia E. Gaynor
Manager, Institutional and Academic Research
Appalachian State University
Computer Center
Boone, NC 28607
(704) 262-2140
Areas: O, Q

William R. Gilmore
Assistant Director
N. C. State Commission on Higher Education Facilities
Raleigh, NC 27611
(919) 829-3266
Areas: F

Ted M. Goodman
Director, Institutional Research
Catawba College
Salisbury, NC 28144
(704) 637-4111 Ext. 4397
Areas:

Zebulon Z. Hadley, III
Dean
Sampson Technical Institute
Box 318
Clinton, NC 28328
(919) 592-8081
Areas: D, F

Neal F. Hardison
Dean, Learning Resources
Sampson Technical Institute
P. O. Box 318
Clinton, NC 28328
(919) 592-8081 Ext. 250
Areas: B, M

Kenneth L. Harper
Director of Administrative Services and Registrar
Elon College
Box 2106
Elon College, NC 27244
(919) 584-9711 Ext. 215
Areas: B, M

Evans C. Harris, Jr.
Administrative Programmer
East Carolina University
Computer Center
Greenville, NC 27834
(919) 757-6559 Ext. 8
Areas: Q

Cyril H. Harvey
Academic Dean
Guilford College
5800 Friendly Avenue
Greensboro, NC 27410
(919) 292-5511 Ext. 45
Areas:

Robert L. Hester, Jr.
Director, Institutional Research
N. C. A & T State University
Greensboro, NC 27411
(919) 379-7797
Areas: C, F, I, N

Robert F. Hill, Jr.
Computer Programmer
UNC-General Administration
P. O. Box 2688
Chapel Hill, NC 27514
(919) 933-6981 Ext. 262
Areas: C, G

Sally M. Horner
Director, Institutional Research
Meredith College
Raleigh, NC 27611
(919) 833-6461 Ext. 265
Areas: C, D, E, H, U

Jean S. Huryn
Research Associate
East Carolina University
Institutional Research
Greenville, NC 27834
(919) 757-6286
Areas: F

Carl H. Johnson
Systems Analyst
UNC-Chapel Hill
440 West Franklin Street
Chapel Hill, NC 27514
(919) 929-0416 Ext. 249
Areas: F, G

Mark H. Johnson
Programmer
UNC-General Administration
P. O. Box 2688
Chapel Hill, NC 27514
(919) 933-6981 Ext. 258
Areas: Q

T. Earle Johnson, Jr.
Director, Institutional Advancement
Piedmont Technical Institute
P. O. Box 1197
Roxboro, NC 27573
(919) 599-1181
Areas: B, R

Larry G. Jones
Associate Director, Institutional
Research and Planning
University of Georgia
310 New College
Athens, Georgia 30602
(404) 542-8832
Areas: A, B, C, D, E, G, H, I, J,
K, L, M

Musa Kamara
N. C. A & T State University
Institutional Research
312 North Dudley
Greensboro, NC 27411
(919) 379-7977
Areas: Q

Mildred E. Knox
Institutional Research
Winston-Salem State University
Winston-Salem, NC 27102
(919) 761-2176
Areas: A, G

Ralph B. Kornegay
Director, Institutional Research
Director, Institutional Research
Winston-Salem State University
Blair Hall
Winston-Salem, NC 27102
(919) 761-2176
Areas: A, G

Lillian Y. Lehman
Registrar and Director
Institutional Research
UNC-Chapel Hill
02 South Building 005A
Chapel Hill, NC 27514
(919) 933-3071
Areas: C, I, J, L M, N

Robert Lewis
Development and Institutional Research
Norfolk State College
2401 Corprew Avenue
Norfolk, VA 23504
(804) 623-8683
Areas:

Fred W. Manley
Director of Program Improvement
N. C. Department of Community Colleges
State Education Building
Raleigh, North Carolina 27611
(919) 733-7051
Areas:

P. Michael McCulley
Research Assistant
University of North Carolina
02 South Building 005A
Chapel Hill, N. C. 27514
(919) 933-3071
Areas: A, G

Walter A. McDaniel
Director, Research and Evaluation
Southeastern Community College
Box 151
Whiteville, NC 28472
(919) 642-6356
Areas: B, C, D, G, J, L, M, N

James R. Montgomery
Director, Institutional Research
Virginia Polytechnical Institute
Burrus Hall
Blacksburg, VA 24061
(703) 951-6694
Areas: B

Willie J. Mooring
Systems Analyst
N. C. A & T State University
Computer Center
Greensboro, NC 27411
(919) 379-7856
Areas: B,F

Dianna B. Morris
Assistant Director
Office of Institutional Research
East Carolina University
Greenville, NC 27834
(919) 757-6288
Areas: B, C, F, O

Vietta M. Neal
Director, Institutional Research
Johnson C. Smith University
Charlotte, NC 28126
(704) 372-2370 Ext. 295
Areas:

James O. Nichols
Director, Institutional Research and Planning
Marshall University
Huntington, WV 25705
(304) 695-3648
Areas: S

James Olliver
N. C. Association of Independent Colleges and Universities
1307 Glenwood Avenue
Suite 165
Raleigh, NC 27605
(919) 292-1101 Ext. 328

Lyle F. Pepino
Director, Institutional Research
Guilford Technical Institute
P. O. Box 309
Jamestown, NC 27282
(919) 292-1101 Ext. 328

Mark L. Perkins
Assistant Director, Institutional Studies
Old Dominion University
Norfolk, Virginia 23508
(804) 489-6566
Areas: B, O, P

Linda K. Pratt
Research, Evaluation, and Planning
N. C. Central University
Education Building
Durham, NC 27707
(919) 683-6367
Areas: A

Rowland S. Pruette
Director, Institutional Research
Chowan College
Murfreesboro, NC 27855
(919) 398-4101 Ext. 239
Areas: -L, M

Donald J. Reichard
Director, Institutional Research
UNC-Greensboro
304 New Administration Building
Greensboro, NC 27412
(919) 379-5930

Robert E. Reiman
Coordinator of Long-Range Planning
Appalachian State University
Geography Department
Boone, NC 28607
(704) 262-2026
Areas: T

Vincent Revels
Vice President
Bladen Technical Institute
P. O. Box 266
Dublin, NC 28332
(919) 862-2164 Ext. 23
Areas:

William R. Richardson
Vice President
Wilkes Community College
Drawer 120
Wilkesboro, NC 28697
(919) 667-7136 Ext. 15

Gordon W. Robinson
Director, Institutional Research and Planning
St. Augustine's College
Oakwood Avenue
Raleigh, NC 27611
(919) 828-4451 Ext. 314
Areas: T

Ben H. Romine
Director of Planning and University Studies
UNC-Charlotte
UNCC Station
Charlotte, NC 28223
(704) 597-2431
Areas: A, T

Timothy R. Sanford
Assistant Director, Institutional Research
UNC-Chapel Hill
02 South Building 005A
Chapel Hill, NC 27514
(919) 933-3071
Areas: B, G, I

Ben M. Seelbinder
Director, Records and Institutional Research
Wake Forest University
7304 Reynolda Station
Winston-Salem, NC 27109
(919) 561-5244
Areas: C

Lesley A. Shannon
University Studies Associate
UNC-Charlotte
UNCC Station
Charlotte, NC 28223
(704) 597-2431
Areas:

D. Elaine Sipe
Institutional Development
Sacred Heart College
North Main Street
Belmont, NC 28012
(704) 825-3866
Areas: T

Jeff E. Smith
Associate Director, Research, Evaluation, and Planning
N. C. Central University
Durham, NC 27707
(919) 683-6433
Areas: K, L, M

Ben Spangler
Assistant Professor of Education
ECU Graduate Resident Center
P. O. Box 179
Ft. Bragg, NC 28307
(919) 497-5173
Areas: F

Benjamin F. Speller
Professor of Library Science
N. C. Central University
School of Library Science
Durham, NC 27909
(919) 683-6485
Areas: A, D

Thomas H. Stafford, Jr.
Acting Vice-Chancellor for Student Affairs
N. C. State University
101 Holladay Hall
Raleigh, NC 27607
(919) 737-2446
Areas: G, I, J, L, M, N

Florence M. Steele
Vice President for Research and Administration
P. O. Box 7500
Florence, SC 29501
(803) 669-4121 Ext. 221
Areas: H, J

James F. Stephens
Registrar
St. Andrews Presbyterian College
Laurinburg, NC 28352
(919) 276-3652 Ext. 221
Areas:

Dorothy F. Sutton
Research Associate, Institutional Research
UNC-Greensboro
304 New Administration Building
Greensboro, NC 27412
(919) 379-5930
Areas:

Terrence A. Tollefson
Associate Vice President for Planning and Policy
N. C. Department of Community Colleges
Room 163, Education Building
Raleigh, NC 27611
(919) 733-7503
Areas: T

Norman P. Uhl
Associate Vice Chancellor for Research,
Evaluation, and Planning
N. C. Central University
Durham, NC 27707
(919) 683-6367
Areas: A, J, T

Robert M. Ussery
Director, Institutional Research
East Carolina University
Greenville, NC 27834
(919) 757-6288
Areas: B, F, G, J, L, M, N

Marjorie H. White
Administrative Officer
N. C. A & T State University
312 North Dudley Street
Greensboro, NC 27411
(919) 379-7797
Areas:

John D. Wilson
Systems Analyst
UNC-General Administration
P. O. Box 2688
Chapel Hill, NC 27514
(919) 933-6981
Areas: B, C

Julian C. Wingfield
Director, Operations Research
and Information
Community College Fiscal Management
Division, State Board of Education
460 Education Building
Raleigh, North Carolina 27611
(919) 829-3426
Areas:

Kenneth L. Wood
Director, Institutional Studies
and Planning
Western Carolina University
Cullowhee, NC 28723
(704) 293-7329
Areas: Q

*Areas of special Competence in Institutional Research Codes follow:

A - Institutional Goals
B - Administrative
C - Faculty
D - Curriculum
E - Budgets
F - Space Utilization and Scheduling
G - Student Characteristics
H - Cost Analysis
I - Recruitment and Admissions
J - Predictions and Academic Performance
K - Perception of College Environment
L - Retention
M - Attrition
N - Transfer
O - Research
P - Statistics
Q - Data Processing
R - Technical Writing
S - NCHEMS Implementation
T - Long-range Planning
U - Enrollment Trends

1977 NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH DIRECTORY

Directory of Institutional Members (and Official Representatives)

Barber-Scotia College
Koosappa Rajasekhara
Office for Institutional Research
Concord, NC 28205
(704) 786-5171 Ext. 239

East Carolina University
Robert M. Ussery
Director, Institutional Research
Greenville, NC 27834
(919) 757-6288

Fayetteville State University
Barbara D. Holmes
Director, Institutional Research
and Planning
Newbold Station/Murchison Road
Fayetteville, NC 28301
(919) 486-1111 Ext. 1134

Livingstone College
Charles M. Beattie
Director of Institutional Research
701 West Monroe Street
Salisbury, NC 28144
(704) 633-7960 Ext. 37

N. C. State University
Thomas H. Stafford, Jr.
Acting Vice Chancellor for Student
Affairs
101 Holladay Hall
Raleigh, NC 27607
(919) 737-2446

Saint Augustine's College
Gordon W. Robinson
Director of Institutional
Research and Planning
Oakwood Avenue
Raleigh, NC 27611
(919) 828-4451 Ext. 314

Spartanburg Methodist College
W. Terry Stephenson
Director of Institutional Research
Textile Drive
Spartanburg, SC 20301
(803) 576-3911 Ext. 51
Areas: A

Stanley Technical Institute
J. C. Boone
Assistant to the President
Route 4, Box 5
Albermarle, NC 28001

NEWLY FORMED INSTITUTIONAL RESEARCH-RELATED ORGANIZATIONS

****

Casting about for a mode to best present a request brought to me by Jim Morrison (UNC-CH), this appendix, Newly Formed Institutional Research-Related Organizations, is the best of several alternatives that I could come up with as an enlargement of the original request.

In this day of cutbacks on budgets already crunched, no one of us can afford to join every worthwhile organization that announces itself, yet almost daily a trickle of notices come solicitous of our membership and participation in yet another foundling organization. So what is one to do with all these solicitations of such promise and grand design? To file them all in "13" seems a guilt-ridden, if not monstrous thing to do. So a better plan, it seems to me, is to think of these flyers and prospectives as invitations to your little-joined, little-traveled assistants to help in the building of another bridge between your office, NCAIR, and one or more of the institutional research-related organizations tersely described below.

ASHE-Incorporated in the spring of 1977, the Association for the Study of Higher Education sets forth the following as its primary purposes: (1) To facilitate communication among individuals concerned with teaching, curriculum, research, or professional service in the study of higher education, and special interest areas; (2) To provide the opportunity for interaction and discussion among members on issues that affect the study and practice of higher education and related interdisciplinary fields; (3) To provide professional services to members--scholarly, information, practical--with special focus on the needs of beginning professional and advance graduate students in the field; (4) To work with other persons and agencies concerned with the field of higher education to further its interdisciplinary, social, individual, and broad professional purposes.

Inquiry relative to membership, participation on ASHE programs, etc., should be directed to Kenneth P. Mortimer, President, One Court Square, Suite 221, Montgomery, Alabama 36104.

EERA-The Eastern Educational Research Association was formed in February, 1977, in Hyannis, Massachusetts. The several purposes of EERA are: (1) To encourage the growth and improvement of educational research in academic settings such as college and schools through instruction, dissemination, and the application of research techniques and methods; (2) To provide as wide and open a forum as possible through special interest groups and unsolicited papers for presentation of research findings at the annual conference and eventually through publication in Journal form; (3) To foster and promote the development of inter-university research programs.

Inquiry relative to membership, participation on EERA programs etc., should be directed to Mervin D. Lynch, President, Northeastern University, 102 The Fenway, Boston, Massachusetts 02115.

MSERA - Like the EERA, The Mid-South Research Association was founded as a Regional sub-division of the American Educational Research Association in 1972. The objectives of MSERA are similar in purpose and scope to those of EERA, i.e., to carry out the educational research objectives of the AERA in a smaller but more highly interactive setting.

Inquiry relative to membership, participation on MSERA programs, etc., should be directed to Douglas McDonald, President, c/o Office of Institutional Research, Delta State University, Cleveland, Mississippi 38732.

POSTSECONDARY EDUCATION - A petition to form a special interest group in Postsecondary Education was accepted and approved at the 1977 annual meeting of the American Educational Research Association. The objectives of the Postsecondary Education SIG are: (1) To improve the quality of research focusing on postsecondary education through expanding the forum whereby research is presented and critiqued, and (2) To provide a communciation linkage among educators in postsecondary institutions and agencies. The SIG will implement these objectives by encouraging scholars to submit their research for consideration at the annual AERA meeting "brokering" these proposals with appropriate divisions, and by a newsletter to SIG members.

For further information write to James L. Morrison, c/o Higher and Adult Education, University of North Carolina - Chapel Hill, Chapel Hill, NC 27514, or to Jonathan Fife, ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Washington, D. C. 20036.

SAPOR - The Southern Association for Public Opinion Research, a regional chapter of the American Association for Public Opinion Research (AAOR) has recently been formed. SAPOR is a professional association of individuals (as opposed to organizations) engaged or interested public opinion and social research methods and their applications. SAPOR has been created to provide a regional focus for achieving the following objectives of AAOR: (1) To stimulate interest, study and research in public opinion and social research; (2) To provide a forum for professional interaction; (3) To disseminate research techniques, methods and findings through conferences, seminars, symposia and other means; (4) To encourage and promote the development of professional standards; and (5) To facilitate professional growth and achievement in the general field of social research.

Inquiry relative to membership, participation on SAPOR programs, etc., should be directed to Charles (Rick) Powers, Research Triangle Institute, P. O. Box 12194, Research Triangle Park, N. C. 27709.

SCIR - Founded in 1974 as an adjunct of the Southern University Group-25, the major purposes of the Southern Conference on Institutional

Research are to provide: (1) for the dissemination of information and the interchange of ideas on problems of common interest; (2) for the continued professional development of individuals engaging in institutional research; (3) for the fostering of unity and cooperation among persons having interests and activities related to institutional research; (4) for the advancement of postsecondary education.

Inquiry relative to SCIR membership should be directed to Michael E. Stamen, Christopher Newport College, Box 6070, Newport News, Virginia 23606. Inquiry relative to participation on SCIR programs, should be directed to Barbara D. Holmes, Fayetteville State University, Newbold Station, Fayetteville, N. C. 28301 or to Norman P. Uhl, Research and Evaluation, North Carolina Central University, Durham, N. C. 27707.

(Continued from inside front cover)

Ben M. Seelbinder, Wake Forest University
Thomas H. Stafford, Jr., North Carolina State University

LIAISON OFFICER WITH AIR

Donald J. Reichard, University of North Carolina - Greensboro

PAST PRESIDENTS OF THE ASSOCIATION

1973 - Robert E. Reiman, Appalachian State University
1973-74 - Robert E. Reiman, Appalachian State University
1974-75 - Robert E. Reiman, Appalachian State University
1975-76 - Thomas H. Stafford, Jr., North Carolina State University
1976-77 - Donald J. Reichard, University of North Carolina - Greensboro